# New Headway VIDEO

## Intermediate

## Teacher's Book

David Hardisty and
Robert Russell

428.2 HAR

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ENGLISH
VIDEO

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# Introduction

## COURSE

*New Headway Video Intermediate* comprises:

Video Cassette – 58 minutes
Student's Book
Teacher's Book
DVD

The video is available in VHS format in PAL, SECAM and NTSC standards, and on DVD.

## LEVEL

*New Headway Video Intermediate* can be used as an additional component to the *New Headway Course Intermediate* or as supplementary material for other coursebooks at this level.

## AIMS

*New Headway Video Intermediate* provides both revision and extension material through a dramatic story in six episodes featuring the same characters from *New Headway Video Beginner, Elementary* and *Pre-Intermediate*. It is designed to consolidate grammatical, functional and lexical areas covered by the *New Headway Course Intermediate*, and to develop listening comprehension skills and oral fluency.

## STUDENT'S BOOK

The Student's Book is designed to give students exercises and activities that will best prepare them for, and help them get the most benefit from the video. Each episode is divided into three parts: 'Before you watch', 'While you watch', and 'After you watch'.

### Before you watch

This section introduces the theme of the episode and provides tasks which are designed to prepare students to deal with the language and subject matter contained in the video. Sometimes students are required to provide the correct answer, other times they are encouraged to use the language more freely to give their opinions or make predictions.

### While you watch

Each episode is divided into sections, with each section to be seen at least twice. The first viewing usually involves the completion of a task which exploits the main dramatic focus of the section. It often involves pre-task preparation such as speculating from photographs, or vision-only viewing. The second task focuses on the language used and involves matching, ticking, etc. Where some writing is required, the task is usually attempted prior to re-viewing the video.

In some sections there is no real language focus, yet understanding of the dialogue is important because it moves the plot forward. In these situations, the meaning is addressed during the pre-task stage; during the viewing stage the focus will be on following the plot through tasks such ordering the dialogue or identifying the speakers.

In the 'While you watch' stage of each episode, there is at least one activity labelled *What do you think?*. This is designed to encourage the students to interact with the story in a natural way (predicting, inferring, giving opinions) without having to come up with a target structure or the right answer. At intermediate level, students should have a reasonable range of productive language with which to express themselves. But you can assist by asking questions which guide students or clarify what they are trying to say. You should treat all contributions positively and never attempt to correct or evaluate them.

At the end of the 'While you watch' section, there is a Review section designed to provide a summary for each episode. After this, the students should be allowed to watch the whole episode uninterrupted without having to perform a task. This is how drama is viewed in real life.

### After you watch

The main aim here is to consolidate the language focused on in the episode through activities and role plays. In particular, this section gives further practice to the students by exploiting or extending situations within each episode which naturally generate the target language.

### Resource Bank

At the end of the book, there are a number of supplementary activities should your class need further practice.

### Supplementary material

The second part of the Teacher's book is devoted to Supplementary material. It comprises photocopiable worksheets and accompanying teaching notes. The supplementary materials take the form of: Episode Worksheets, consisting of activities which revise and recycle the plot; Crosswords, providing revision of vocabulary specific to each episode; and Video Worksheets giving more general exploitation of the video.

# Meet the characters

*New Headway Video Intermediate* is the story of a group of friends. The same core group of people who form the subject matter of the *New Headway Videos* at the Beginner, Elementary and Pre-Intermediate levels. Depending on the class, this can mean that all, some or none of the students may be familiar with the characters.

The story at the Intermediate level is self-contained and does not require students to have seen previous levels.

The aim of this section is to provide a means for the teacher either to recycle existing student knowledge of the characters or provide an introduction to the main characters in the video. These characters can be divided into two main groups – the group of friends and flat mates used in previous levels, and the new characters introduced in the Intermediate video.

The characters Jane, Matt, Helen, Simon and David appear as main characters in previous videos in this series. They are joined in the Intermediate video by Ali, Bill and Eddie. Ali first appeared in the Beginner video.

**Jane**

Jane used to share a flat with Matt, Simon and Helen and was Matt's girlfriend. She is now moving into a new flat with her sister, Ali. She will develop a strong friendship with her American neighbour, Bill, though the relationship encounters a problem when Bill is given promotion back in the States. She also turns out to be an excellent singer and ends up singing in Matt and Simon's band.

**Matt**

Matt shares a flat with Helen and David. He is sad that his relationship with Jane is finishing. He is however happy that he is playing guitar and singing in a band with his friend Simon. During one of the episodes Eddie, Jane and Ali's landlord, who used to work in the music business, offers the band a contract and a gig on condition that they find a new singer. Meanwhile, Ali starts to show interest in Matt. At the gig Matt plays guitar and Jane ends up singing with the band.

**Helen**

Helen shares a flat with Matt and David. They are looking for a new flatmate since Jane has just moved into a new flat with Ali. Helen is worried about her relationship with her boyfriend, Simon, as he seems distant and not so attentive. It turns out that this is because of the time he is rehearsing with Matt and the rest of the band.

**Simon**

Simon is Helen's boyfriend and plays bass in Matt's band. He does not initially tell her that he is playing in a band, and this leads to some confusion and friction in their relationship. In the end everything is sorted out. He is pleased when Jane joins the band to sing at the gig.

**David**

David shares a flat with Helen and Matt. He is a successful lawyer and in the video he is portrayed as being rather mean. He reluctantly lends Matt some money. He also helps the band with their auditions to try and find a new singer. He and Matt break into Eddie's office, and David manages to find compromising information about Eddie, which allows him to renegotiate the terms of the contract Eddie has with the band.

**Bill**

Bill is a neighbour living above the flat Jane and Ali move into. His relationship with them gets off to a shaky start when he tells Jane and Matt to keep the noise down as Jane and Ali move in. He is trying to sleep as he is jet-lagged. Some days later, he dramatically breaks down Jane's door when he hears her scream first, due to the shower water being cold and secondly, stubbing her toe. Later they go for a drive in the country and start to establish a strong friendship. However, he receives an offer of a new post in his company, which he is happy to accept. This will mean moving back to the States. He tells Jane that he would like their relationship to continue and mentions her going to America with him.

**Eddie**

Eddie is the landlord of the flat Jane and Ali are moving in to. He is seen as a rather shady character, interested in anything that can generate a quick profit. He shows Ali round the house. He then finds out that Matt sings in a band, comes to a rehearsal and offers the band a contract and a gig. He successfully pressurises Matt into signing the contract. One day he goes to his office and finds David has broken in and found compromising information about him. He reluctantly agrees to make changes to the contract and to carry out repairs to the flat. At the start of the gig, he finds the band has not found a new singer so he decides to go on stage and sing. After the first song, he has to handover the microphone to Jane.

**Ali**

Ali is Jane's sister and moves into the new flat with her. She also works at Freud's café, where the other characters often meet. Ali develops an interest in Matt and goes along to the Galaxy on the day of the gig to see Matt and offer to help him. She also tries her best to persuade her sister to sing in the band.

# Previously ...

The 'Previously ...' section consists of two parts.

Part one shows scenes from the previous videos in the *Headway* series, which show us the characters David, Helen, Jane, Matt and Simon.

Part two is a montage of scenes from this video and shows us these characters and also Ali, Bill and Eddie.

## PART ONE

Here we are introduced to David, Helen, Jane, Matt and Simon.

**1** The aim of this exercise is to help the students to start learning the characters' names by giving them a sequencing task.

Students have to write in the names of the characters in the order they appear.

Write the following names on the board:

| | | | |
|---|---|---|---|
| Jane | Ali | Simon | Eddie |
| David | Bill | Helen | Matt |

(Note: Leave them on the board for Part two)

Ask the students to look at the five photos on page 4 of the Student's Book and tell you which names appear on the page (Jane, David, Simon, Helen and Matt) and which do not (Ali, Bill and Eddie).

Draw students' attention to the first exercise.

Check students' understanding of what they have to do (write down the names of the characters they see in order).

Play Part one (up to Jane and Matt kissing and hugging).

Check answers with students.

### Answers

1 Jane

2 Matt Helen David

3 Simon

**2** This exercise provides further use of images and names to help students learn the names of the characters.

Students have to tick the boxes in the grid which correspond to where they see the characters.

Explain the exercise to students. Check they understand the places, and especially *on the doorstep* (the steps often found outside a house in Britain).

Watch the video.

Students tick the correct boxes.

Go through the answers with students.

### Answers

| | Jane | David | Simon | Helen | Matt |
|---|---|---|---|---|---|
| on the doorstep | ✓ | ✓ | | ✓ | ✓ |
| in the street | ✓ | ✓ | | ✓ | ✓ |
| by the car | ✓ | | ✓ | ✓ | |
| in the living-room | ✓ | ✓ | | ✓ | ✓ |
| next to the computer | ✓ | | | | ✓ |
| by the river | | | ✓ | ✓ | |

## PART TWO

The stills on page 5 and the montage of images from the video provide an opportunity to introduce the other three main characters in the story.

Ask students to look at the board and tell you which three characters have not yet been seen in the video (Ali, Bill and Eddie). Ask them to look at the photographs on page 5 and answer the following questions:

1) What is the name of the female character? (Ali)

2) Who is the oldest character? (Eddie)

3) Which male character is similar in age to Ali? (Bill)

**1** Ask students to look at the photographs of the three characters. Go through the questions with them and get them to speculate on who these characters may be. Try and get students to give you suggestions, even the most speculative. At this stage the students know nothing about the characters, so encourage guessing.

**2** This exercise provides further practice of the names, without concentrating too much on all the images seen in the montage, so as not to give away too much of the plot of each episode.

Go through and explain the exercise to students.

Check any unknown vocabulary. You may need to explain the phrases 'throws his arms in the air' and 'a high 5' (if students have seen NBA basketball, mention this is the standard gesture of celebration).

Play the video.

Students note down their answers.

Check the answers with students.

### Answers

a) Bill b) Ali c) Eddie d) Bill e) Ali

# Episode 1

# Changing Places

This first episode concentrates on establishing the identity of the main characters, using the story of moving into a new flat. There is a description of the main characters on page 4 for teachers, and a handout for students on page 56 if required.

## Introduction

In this episode Jane and Ali move into a new flat together. Matt helps Jane to move in and says he is sad their relationship is over. Eddie, the landlord, shows Ali the flat. As they move in, Matt drops Jane's television and breaks it. This wakes up Bill, the American neighbour, who has just got back from the USA. Eddie and Matt talk about music; Matt says he is in a band, and Eddie tells him he used to work with some famous groups. Now Jane has moved out of their flat, David and Helen write an advertisement for a new flatmate. Matt asks David if he can borrow some money to buy a television. Jane and Ali have a house-warming party and their friends come, including Helen's boyfriend, Simon, who arrives carrying a bunch of flowers and a bottle of champagne. Helen is impressed with the gesture but it turns out they have been left outside by Bill, the neighbour, as a moving in present.

### LANGUAGE FOCUS

Question formation
Auxiliary verbs
Short answers
House vocabulary

### WARM UP

*Changing Places* is the title of a 1975 novel by David Lodge, where an American and British academic swap jobs and houses for a period of time. In fact, they end up exchanging more than anticipated. This successful comic novel plays on the differences between American and British culture and lifestyles. Here, it refers to the fact that Jane and Ali move into a new flat, and echoes the British and American connection as they discover their new neighbour is American.

## Before you watch

1 The aim of this exercise is to introduce students to the main theme of the episode: moving into and sharing a flat.

Draw students' attention to the advert and ask them what it is for. Go through it and check vocabulary (*Georgian, town house, ample, modern appliances, quid*).

**Georgian** (especially of architecture and furniture) from the time of the British kings George I-IV (1714-1830): *a fine Georgian house*

**town house** (*BrE*) a tall narrow house in a town that is part of a row of similar houses: *an elegant Georgian town house*

**ample** enough or more than enough: *There was ample time to do it.*

**appliance** a machine that is designed to do a particular thing in the home, such as preparing food, heating or cleaning: *They sell a wide range of domestic appliances — washing machines, dishwashers, etc.*

**quid** (*BrE, informal*) one pound in money: *Can you lend me five quid?*

Point out to students that *quid* would not normally be used in such an advert and is deliberately used here, along with the request for payment in cash, to give an early indication to the students that Eddie, the landlord, is a rather shady character.

Students answer the comprehension questions.

Check answers with whole class.

### Answers

a) Two.
b) Yes.
c) Two hundred pounds a week.
d) No (pets).
e) No. (professionals preferred)

2 In this exercise, students are given the chance to talk about their own experiences and opinions of moving house. If your class is relatively young, you should concentrate more on the questions concerning other people's experiences, such as *Why do people move house?*

Put students in pairs. Check that they understand the questions.

Tell them to ask each other the questions and note down the answers. Monitor and supply any language needed.

Staying in pairs, ask students to choose the two most interesting answers given to them.

At the end of the task, students then present their findings and their answers to the rest of the class.

3 The aim of this question is to combine the information from the two previous exercises using a personalization task.

You could also ask students to imagine they have been awarded a scholarship to study English in Oxford for six months and if this house would be a good place to live. Students give and justify their opinions.

## While you watch

### SECTION ONE: Moving

In this section, Jane and Ali move into their new flat. Matt helps them move in and Eddie, the landlord, shows Ali the flat.

1 The aim of this exercise is to provide a relatively easy initial activity which tests observation and comprehension.

Go through the exercise and check understanding. Be prepared to explain any vocabulary as necessary.

Play the video. Students tick the appropriate boxes.

Check answers.

#### Answers

a) in
b) living-room
c) a lamp
d) a change
e) Jane
f) television
g) 2 p.m.
h) New York

2 In this exercise students fill in the spaces by choosing one of the verb forms provided in the box to complete what the characters say. The task focuses on auxiliary and modal verbs.

Go through the exercise. Point out that the words *did* and *is* occur twice and that *'s* is listed separately.

Students complete the exercise.

Play the section.

Check answers with whole class. Elicit from them which words in each sentence determined which verb should be used.

It is important to stress to students that in exercises of this type the answer which they give may be grammatically correct even if it is not the form used by the characters in the video. As a general rule, they should check this if they are in doubt.

Point out that *is* cannot contract to *'s* at the start of a sentence (d) or when used as a question tag (e).

#### Answers

a) *do* b) *did* c) *did* d) *Is* e) *is* f) *Isn't* g) *'s* h) *can't* i) *can*

### SECTION TWO: The music business

In this section Eddie finds out that Matt is in a band. Eddie himself was once in the music business, so he asks Matt some questions.

1 This is a prediction exercise where students supply the answers to questions Eddie asks Matt and Jane. It practises short answer forms.

Go through the questions with the students and get them to predict the answers. Tell them that there is one extra question.

Play the section. As the students watch, they should write down the answers Matt and Jane give and note which question is not asked.

Check the answers with students. Point out that there is no answer to (d).

#### Answers

a) *No, it isn't.*
b) This question is not asked.
c) *No, we haven't, not yet.*
d) No answer is given.

2 This exercise focuses on plot development. Matt's band is very much the essential link between all the episodes in this video, and it is important that students realize the current situation of the band, and the fact that Eddie has experience in the music business.

Go through the statements with the students. Check they understand *rehearsal* and *gig*.

**rehearsal** time that is spent practising a play or piece of music in preparation for a public performance: *to have / hold a rehearsal; We only had six days of rehearsal.*

**gig** a performance by musicians playing pop music or jazz in front of an audience: *to do a gig; a Verve gig in Leeds*

(Note: *Led Zeppelin* and *Deep Purple* were very famous heavy rock bands of the 1970's and *Abba* a pop rock group of the 1980's. In saying this, Eddie is giving the impression that he has been a very important person in the music business.)

Students watch the video and make any necessary changes to the information.

Check answers with whole class.

#### Answers

a) Matt *is going to* a rehearsal with his band.
b) No change needed.
c) No change needed.
d) Eddie has worked with Led Zeppelin, Deep Purple and *Abba.*
e) Eddie thinks the TV is *beyond repair.*

3 This is a 'What do you think?' activity, where students are encouraged to give opinions, speculate and predict what will happen. It is important that the teacher accepts each answer in a positive light. This is not an exercise where there is a 'right' answer, but more a chance for students to practise giving comments. In this specific case, the answers will only become apparent in later episodes, but the aim is to get students thinking about the band and its music.

Go through the questions and get comments from students.

If you wish to extend the activity, you can ask students to name bands which play similar music, either from their own country, or internationally.

## SECTION THREE: The ideal flatmate

Because Jane has moved out, David, Helen and Matt need to find someone to replace her, so they meet with Jane in Freud's café to write an advert for a new flatmate.

1 This is an exercise where students choose the qualities which they think are important in a flatmate from a list of given suggestions. They then compare their choices with those of the characters in the video.

Go through the exercise to make sure students understand each item.

Students then work individually to select the 3 or 4 qualities which they think are most important. When they have finished, ask for their opinions.

Play the section. Students note down the qualities written on the screen and spoken by David, Helen, Jane and Matt.

Check these answers with whole class.

### Answers

non-smoker friendly quiet professional

Discuss reasons for any differences between these answers and the choices made by students.

2 The aim of this exercise is to draw students' attention to the more natural language used, e.g. *definitely* instead of 'yes', so as to encourage them to start actively using such forms. The transcript can be used to generate more tasks of a similar nature.

Explain the task. Draw students' attention to 'Yes' and explain that they will not hear that word but an alternative, which they should note down, and so on.

Play the section. Students write down the alternatives used. If necessary, play the section again, particularly for the last responses where students have to note down complete phrases.

(Note: Activity continues over to page 10.)

Check answers with the whole class by referring students to the transcript on page 51 of the Student's Book. Students may have difficulty with the word *loo*, so be prepared to supply it.

If there is time, students could act out the conversation to reinforce the language.

### Answers

a) *Definitely*
b) *Absolutely*
c) *Yeah, definitely*
d) *Just going to the loo.*
e) *I could possibly manage five pounds.*
f) *What on earth* do you want two hundred pounds *for?*

## SECTION FOUR: House warming.

In this section Ali and Jane invite their friends round to their new flat for a house-warming party. They are given several presents, including a television from Matt and flowers and a bottle of champagne from Bill.

1 This is a prediction exercise where students have to match each present with the person who has given it.

Go through the pictures and elicit what they show. Ask students to predict who they think has given each present, based on what they have learnt so far about the characters.

Students match the people and presents by drawing lines.

Play the section.

Check answers with whole class.

### Answers

television – Matt flowers – Bill champagne – Bill

2 This is a multiple-choice exercise focusing on information about the characters, and Bill in particular, and leaves open the possibility of further contact between Jane and Bill.

Go through the exercise and check the students understand the choices. Explain *jet lag* and *jet-lagged* if necessary:

**jet lag** the feeling of being tired and slightly confused after a long plane journey: *I'm still suffering from jet lag after my trip to Australia.* **jet-lagged** *adj*

Play the section.

Students choose the correct alternative from the items provided.

Check the answers with students.

### Answers

a) expensive c) David e) American
b) unsure d) jet-lagged

## REVIEW

The aim of this activity is to allow the students to summarize what they have learnt so far about the characters in the story.

As a warm-up, check students have got the name of each character (Jane is not confused with Helen, for example) by giving the following basic descriptions and getting students to call out the name of the character referred to:

She has moved into a new flat with her sister. She used to go out with Matt: **Jane**

She is Jane's sister: **Ali**

He plays guitar in a band: **Matt**

He is Helen's boyfriend: **Simon**

She shares a flat with David and Matt: **Helen**

He lends money to Matt: **David**

He is an American: **Bill**

He is Jane and Ali's new landlord: **Eddie**

Give the students a few minutes to make notes on the characters.

Then show the whole episode from beginning to end.

Compare information about each character with the whole class.

If you have chosen to give students the photocopy of the character summary of the main characters on page 56, you can get them to concentrate on the extra information they learn about several characters, rather than just one.

## After you watch

1 In the previous review activity, students made notes on the characters. These questions are designed to make use of this information to elicit students' opinions about the characters and their relationships. Accept all students' comments in a positive way.

You can also get students to justify their opinions by asking them to refer to the transcript to back up their points.

### Role play

2 This gives further practice with question and answer forms.

Note that there are three parts in the role play, A, B and C. A and B are a couple and share one role, whereas C is the landlord and takes the other main role. You may wish to consider giving the landlord's role to more confident students, as this part requires more spontaneity and improvisation.

Put students into roles A, B and C and refer them to their relevant page.

Go through the task and key vocabulary. Check understanding of the situation, the prompts and whether students are required to ask questions or to provide answers.

Allow preparation time and help where necessary with language. Encourage students A and B to write two questions of their own and get student C to try and predict any other questions for which he / she can prepare an answer. Then get the students to perform the role play, circulating to monitor and provide feedback as necessary.

If there is time, some or all of the groups can then perform the role play in front of the whole class.

### Answers

(Note: Students may come up with acceptable alternatives to these.)

**Students A and B**

1 *What are the neighbours like?*
2 *Where can we park the car?*
3 *Which shops are near the flat?*
4 *What kind of heating is there in the flat?*
5 *Does the price include bills?*
6 *What kind of public transport is there?*
7 *How far is it to the city centre?*
8 *Is there a phone in the flat?*
9 *What do I do in an emergency?*
10 *How much is the deposit?*
11 and 12 free choice

**Student C**

1 *The neighbours are quiet.*
2 *You can park your car in the garden.*
3 *There is a post office and a supermarket one hundred metres away.*
4 *There are all modern appliances, including central heating.*
5 *All bills are extra, of course.*
6 *There's a number 43 bus to the city centre.*
7 *It's about 5 kilometres to the city centre.*
8 *There is no phone in the house.*
9 *You can ring me during office hours.*
10 *That's two months' rent in advance.*
11 and 12 Eddie needs to be ready to bluff!

### Resource Bank (page 43)

This Resource Bank activity provides further practice for the students. The aim of the task is to give the students writing practice as they focus on the events and characters of this episode.

Start by quickly checking the names of the main characters (Jane, Matt, Eddie, Ali, Helen, David, Simon and Bill).

Ask the students to choose one of the characters. Go through the instructions on page 43 of the Student's Book.

Check that they understand the task then get them to start writing. Emphasize that the students can use their imagination, e.g. to invent the story of the party. They should approach the task as a piece of (mainly) free writing activity. Go around the class helping with language as required.

If necessary, students can finish their text at home. Alternatively, if there is time, students can be invited to exchange their compositions with other students:

a) trying to guess which character is writing and

b) if the spirit of the class is conducive to this, commenting on the imaginative part of the writing.

## Supplementary material

Further material for this episode can be found on the following: pages 40 and 41 Episode Worksheets, page 48 Crossword and page 51 Video Worksheet.

Episode 2

# The American Patient

## Introduction

Helen is waiting in the café for Jane, who arrives late. They both have a story to tell.

Helen complains about sharing a flat with Matt now that he is in a band and spends a lot of his time singing and playing the guitar. She then complains about her boyfriend, Simon, who is not paying enough attention to her. She tells the story of when they went to the cinema, and how he was late and then left the cinema early after receiving a mysterious phone call.

Jane's story is one of embarrassment. She decided to have a quiet evening at home and went to have a shower. The water was cold, and she screamed. She came out of the bathroom, stubbed her toe against the sofa and cried out again. Bill was coming down the stairs, heard both screams and decided to break the door down. He then found Jane. She asked him if he could repair the water heater. He asked her to turn the electricity off at the mains, but she forgot to because the phone rang. He got an electric shock when he touched the wires. He recovered with the help of Jane and was pleased to find out that Matt was not her boyfriend any more. Jane tells Helen and Ali she has left Bill at home to fix the door.

(Note: If you have not done the previous episode, there is a description of the characters on page 4 for teachers and a handout for students on page 56.)

### LANGUAGE FOCUS

Expressing opinions

Present Perfect vs. Past Simple

Narrative tenses: Past Simple, Past Continuous, Past Perfect Simple and Past Perfect Continuous

Questions and answers

Language of speculation: *may, might, perhaps, maybe*

Abbreviations used in SMS messages

### WARM UP

The title is a word play on the film title *The English Patient*, which was directed by Anthony Minghella, starring Ralf Fiennes and Kristin Scott Thomas, and tells the story of a Canadian nurse who befriends and takes care of an English pilot during the Second World War in Italy.

Ask students if they have seen this film and, if so, their opinions of it. If the class has watched Episode 1, ask them who they think the American patient in the title could be (Bill). Then ask them what they think might happen to Bill, and secondly, which character will be his nurse (Jane). However, at this point, don't give students the correct answer, as it will be more interesting to hear their ideas.

As they watch the episode, students will find out if their guesses are correct.

(Note: The episode contains flashbacks so as to exploit stories and narrative tenses. In this way, it can seem quite complex the first time you watch it. Therefore, it is recommended that you watch it yourself once or twice to become familiar with this before showing it to your class.)

## Before you watch

1 Here the students are introduced to the topics of annoying and embarrassing situations. This exercise aims to lead them into the episode (where Helen is annoyed and Jane is embarrassed) by using their own experiences to identify situations that they find irritating.

Firstly, go through the exercise with the class, focusing on any problematic vocabulary e.g. *loud, rude, zip up, turn up.*

Then divide the class into two halves: A and B. Group A looks at the annoying situations and Group B the embarrassing situations. Explain that they must choose the three situations which annoy or embarrass them the most from the list provided. To do this, students will need to discuss the situations in English, so you may wish to elicit ways of agreeing / disagreeing from them, e.g.

| **Agreeing:** | **Disagreeing:** |
|---|---|
| *I agree.* | *I disagree.* |
| *That's true.* | *I don't think so.* |
| *Yes, definitely.* | *That's not true.* |
| *I completely agree with you.* | *No, not at all.* |
| *Absolutely.* | *Yes, but ...* |

Give students time to talk about the exercise. While they are doing it, monitor and supply any necessary help. You can assign the students to work together in pairs or small groups, depending on the size of your class.

2 Then reorganize the class into pairs so a student from Group A works with a student from Group B. Students then present their findings to each other. Again, this could be done in small groups if you have a large class.

3 This is a prediction exercise where students have to predict why Helen gets annoyed and why Jane gets embarrassed. The answers will only become apparent as the episode unfolds. Thus it is more important to see what students think at this stage, rather than worrying about a correct / incorrect answer. Explain this to students, stating that they will find out why as they watch.

**Answers**

(NB. For teachers' reference – not to be given to students at this stage.)

Helen is annoyed because Simon left her in the cinema and has been acting strangely.

Jane is embarrassed because she electrocuted Bill. She is also sorry that she is late for her meeting with Helen.

## While you watch

### SECTION ONE: Down in the dumps

In this section, Jane and Helen meet in Freud's café. Helen is depressed and explains why.

1 This exercise aims to introduce aspects of the plot (Helen and Simon's relationship troubles, Matt and his band) which are the reasons behind Helen's feelings.

Students are asked to choose one of three possibilities in each of the questions.

Go through the exercise, checking understanding.

Play the video (up to **Helen:** *Take last Tuesday ...* ).

Check answers with whole class.

**Answers**

a) in the café
b) sending an SMS
c) She doesn't mind.
d) Matt
e) depressed

2 Again, this exercise gives us more information about the plot, namely Matt and his band. Helen, who lives with Matt, says that he has changed recently. Students have to note down how Matt used to be (in the 'before' column) and how he is now (in the 'now' column).

Play the section, repeating it if necessary (from **Helen:** *Everything* until **Helen:** *Take last Tuesday ...*).

**Answers**

**Before** He used to be quiet, asleep most of the time, and half asleep the rest of the time.

**Now** He has taken up the guitar.
He has joined a band.
He is appalling at singing and playing.

You may need to explain *appalling* – shocking or extremely bad.

### SECTION TWO: At the cinema

In this section, we begin to understand why Helen is upset about Simon. This is the first flashback in the episode, telling the story of their date the previous Tuesday. The section is divided into four exercises. The first exercise deals with understanding the situation, while the second asks students to order events. The third focuses on the language used (narrative tenses). The last exercise asks students for their opinion.

1 In this exercise, students must choose if the information is true or false.

Go through the statements and get students to predict whether they are true or false.

Play the video.

Check answers with whole class.

**Answers**

a) T b) F. Simon is late. c) F. Simon's phone rings. d) F. Simon leaves before Helen. e) T

2 Here students have to sequence the sentences in the order that they happened. They should do this first before watching the section a second time. The first one has been given as an example.

After students have completed the exercise, play the video.

Students check their answers.

Check answer with whole class.

**Answers**

a) 4 b) 5 c) 1 d) 6 e) 3 f) 2

3 In this exercise, students retell Helen's story by choosing the correct grammatical tense in each phrase. They are given two alternatives, of which only one is possible.

Go through the exercise, checking understanding. Phrases like *looking forward, turned up, it has been like this* might need further explanation.

Explain the exercise to students and give them the necessary time to complete the exercise **without watching** the video again.

While students are working, supply any necessary help.

When students have finished, play the video again. Tell students to listen very carefully to Helen as her voice over provides the answers.

Check answers with whole class.

**Answers**

had been waiting
turned up
was really looking forward

had only just started
rang
has been
is seeing

4 Now students have seen the whole of this section, this exercise asks them what they think of Simon's actions and why he is behaving in this way. This should be done as a class exercise, with students giving their opinions to the teacher and whole class. Students could even be asked to vote on whether Simon has another girlfriend.

Again, there is no correct answer at this stage. It is only later that we discover the reasons behind Simon's actions (he's in Matt's band). However, students should be left guessing for as long as possible.

## SECTION THREE: Doors and floors

In this section, we have the second flashback of the episode. This is Jane's story involving her American neighbour, Bill.

While Jane was having a shower, the water suddenly turned cold, making her scream. Bill heard this scream as he was coming down the stairs, and he rushed down to Jane's apartment. He then heard a second scream (Jane stubbing her toe in the living-room) and broke the door down.

The section deals with their feelings of embarrassment mixed with the beginning of a romantic relationship.

1 This is a vocabulary exercise designed to test students' powers of observation of which objects they noticed in Jane and Ali's living-room.

Before watching, explain to students that they are going to see a room. They must remember ten things in it, e.g. furniture, ornaments and so on.

Alternatively, if you really want to test your class, a light-hearted way of doing this is to fast forward the section up to Jane leaving the room.

Play the first part of section three (up to **Jane:** *I decided to have a shower.*)

Stop the video and check answers with whole class.

Play the video again so students can see anything they have missed.

### Possible answers

sofa / settee television candles pictures fireplace window carpet stereo cushion telephone flowers lamp cards

2 In this exercise, students will only **hear** the rest of section three and not watch it. They will then have to tell a partner what they think happens in the rest of the section.

This can be done in a number of ways by:

1) ensuring students are facing away from the television, and that they cannot see the screen;
2) turning the TV away from the students;
3) using the vision controls on the TV to hide the image;
4) asking the students to close their eyes.

Play the video.

Put the students in pairs. Ask them to tell each other their ideas. Monitor and be prepared for different and perhaps bizarre suggestions!

Now play the video again, this time allowing students to watch. Ask students to see if their guesses were correct.

### Answers

Jane screamed because the shower water was cold.
Bill ran down the stairs.
The telephone rang.
Bill knocked on the door.
Jane screamed again as she stubbed her toe and fell.
Bill broke the door down.
(Note: To be given after students actually see the section.)

3 This exercise practises narrative tenses. Go through the exercise, checking understanding of problematic vocabulary such as *stubbed her toe, tidy.*

**stub** your toe (**against / on sth**) to hurt your toe by accidentally hitting it against sth hard: *She stubbed her toe on the step.*

Play the video. As students watch, they must fill in the correct tense of the verb in brackets. This is quite a difficult exercise so be prepared to play the video several times.

Alternatively, watch the video **without sound**, so that students can concentrate more on the exercise.

Check answers with whole class.

### Answers

had tidied / tidied decided went closed
was coming heard ran banged rang came
was running stubbed screamed broke ran
was lying

## SECTION FOUR: Sparks fly

In this section, Bill offers to take a look at Jane's faulty water heater. In order to fix it, he asks Jane to turn off the electricity supply. She is more interested in looking at him but eventually she goes to turn it off. Before she can, however, the phone rings. It is Helen, asking Jane to go to the café. Jane agrees and goes back to see Bill, but forgets to turn off the electricity. As Bill tries to fix the heater, he gets an electric shock. Jane nurses him on the sofa and the first 'sparks' of romance appear.

1 This exercise asks students for complete answers. To do the exercise, it is only necessary to watch the first part of section four, up to Bill getting electrocuted (just before **Jane:** *Unfortunately ...*).

Play the first part of section four.

Check answers with whole class.

**Answers**

a) He had to remind her three times.

b) When she was on her way to do this, the phone rang.

c) She picked up the phone.

d) She talked to Helen.

e) He got electrocuted.

2 Exercise 2 asks students to match questions with answers before watching the section. Get students to choose and justify their choices.

You many need to explain *homeopathic* and *homeopathy* to students:

**homeopathy** a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition itself

**homeopathic** *adj.*: homeopathic medicines / remedies / treatments

and *What are you up to?* = What are you doing?

Play the video.

Students check their answers.

Then check answers with whole class.

**Answers**

a) Can you turn off the mains switch? Er, yeah.

b) What are you up to? I'm standing outside Freud's and waiting for Simon.

c) Can we talk? Of course.

d) Shall I come and meet you there, say in half an hour? Thanks, Jane.

e) What is that stuff? It's a homeopathic cure.

f) Is that the guy I saw you with last Sunday? Yeah.

g) Is he your boyfriend? No, ex-boyfriend.

h) And then what happened? Nothing. I came here and left him to mend the door.

3 Now students are asked to give their own personal opinion about the two relationships we have seen: Helen and Simon, and Bill and Jane. As with previous 'What do you think?' exercises, there is no correct / incorrect answer, so encourage all possibilities or suggestions.

There are two questions to be answered here. Firstly, students identify the story they prefer and justify their answer. Secondly, they must speculate about what will happen to each couple in the future. For this reason, it might be useful to supply students with the following language:

*Perhaps Bill and Jane will …*

*Maybe Simon will …*

*Helen might …*

*Helen and Simon may …*

This could take place in the form of a class discussion, or students could work in groups / pairs and report their ideas to the rest of the class.

**REVIEW**

This acts as a reminder of the facts and incidents of the episode.

Point out to students that they are going to watch the whole episode again.

Elicit from students the names of all the characters and the places they have seen in the episode. Then go through the phrases in the exercise, checking comprehension.

As the students watch, they must note who said what and also where they were when they said it.

Play video.

Check answers with whole class.

**Answers**

*Matt's changed since you left. He used to be so quiet, asleep most of the time and half-asleep the rest of it. But now he's taken up the guitar.*

WHO: Helen

WHERE: in the café

*Hello mate! Wow! OK. Yeah. I'm really sorry, pet, but I've got to go.*

WHO: Simon

WHERE: in the cinema

*I've got to hear this! I'll be right back.*

WHO: Ali

WHERE: in the café.

*I fancied a relaxing evening, so I made the flat nice and decided to have a shower.*

WHO: Jane

WHERE: in the café*

*Is he your boyfriend?*

WHO: Bill

WHERE: in Jane's living-room

*Although it may seem that she is at home when saying this, she is actually talking to Helen in the café. It is the beginning of her flashback.

## After you watch

1 The first exercise is a fun look at the way English is used in abbreviations in SMS messages. Students may well have a good knowledge of these expressions as they are also used in chat rooms / messenger services on the Internet. It is also an authentic feature of modern English and one where students are often ahead of the teacher!

Write *Where R U Simon* on the board. Elicit meaning from students. (This should be easy as the answer is on the page) Ask why we use such abbreviations. (They are simple and quicker to use. Traditional SMS messages have a limitation of space.)

Point out to students that there are many such abbreviations, and that in pairs they are going to try and guess the meaning of some more. Tell students not to worry if they cannot guess some of the meanings.

Put students in pairs.

As they complete the exercise, monitor and offer any necessary help. If you wish, you could put some of them on the board, and give the first word to help students and then give more help, e.g.

IOW I

IOW In

IOW In o…

IOW In other …

Refer students to page 50, Episode 2 of the Pairwork section for the answers.
(Note: Students interested in learning more abbreviations can be directed to a site such as: http://sites.ninemsn.com.au/minisite/web2sms/help/smsdict.asp)

## Answers

| | |
|---|---|
| AFAIK | as far as I know |
| IOW | in other words |
| ASAP | as soon as possible |
| L8R | later |
| ATM | at the moment |
| MTE | My thoughts exactly (I agree) |
| BTW | by the way |
| OIC | Oh, I see |
| B4N | Bye for now |
| THX | thanks |
| CU | see you |
| U | you |
| CU L8R | See you later |
| U2 | You too |
| GR8 | great |
| U4E | Yours for ever |
| IC | I see |
| WTG | way to go (Well done!) |
| IMO | in my opinion |
| W8 | wait |

2 This exercise intends to highlight the possible romantic interest of the episode – Bill and Jane.

Students should have noticed Bill and Jane's mutual attraction – most probably they will have mentioned it in the last exercise of section four. Tell them now that they must find expressions that suggest this possible romantic interest by turning to the transcript on page 50.

Check their answers with the whole class. This is a matter of opinion, as anything can sound romantic if one uses the right tone of voice! You may want to play the section again and look at how the actors show interest in the way they say the lines and through their body language.

To end the episode on a fun note, have students role play this dialogue in pairs. Depending on students, this could be in front of the rest of the class.

You could tell them to use varying degrees of emotion, such as exaggerated love, disinterest, flirting or just curiosity.

## Suggested answers

Mmmmm …unscientific, but it's good.

Is that the guy I saw you with last Sunday?

Er… yeah.

Is he your boyfriend?

No … ex-boyfriend.

### Resources Bank (page 44)

This exercise is designed to give students writing practice by getting them to produce a letter giving advice to either Helen or Jane.

Elicit from students how they can get help when they have a relationship problem.

Mention that in certain countries people write letters to newspapers or magazines asking for help. You can point out to students that this is sometimes known as an 'Agony Aunt' column.

Ask students to read the letters and get them to tell you what the main problem is.

Discuss what advice you could give each of the writers. Write down any useful vocabulary expressions on the board.

Then divide the class into group A and group B and give one group Helen's letter and the other Jane's letter to answer.

Students start writing their letters. If there is not enough time in class to complete the letters, they can be finished for homework.

Alternatively, students could finish their letters, then peer edit each other's for mistakes. The teacher goes round the class and monitors.

Finally, students could sit back to back with one student reading out the original letter and the other reading out their reply. Students could then decide which letters contain the best advice.

## Supplementary material

Further material for this episode can be found on the following: pages 42 and 43 Episode Worksheets, page 48 Crossword and page 52 Video Worksheet.

Episode 3

# The Commitments

## Introduction

This episode has two main stories running simultaneously through it. The first is about Eddie offering a contract to Matt's band, and the second is about Bill and Jane spending a day together and getting closer.

Eddie goes to see the band and later in the café he tries to persuade them to sign a contract. One of the conditions is that they find a new singer. While Simon is talking to Helen and they are sorting out their relationship, Eddie pressurizes Matt into signing the contract.

Bill comes out of the house when Jane is trying to fix her bicycle. He invites her to come for a drive in the country in his MG sports car. She accepts with reservations about the car. During the day, Bill tells her how much he likes old British sports cars, and they talk about their jobs and Jane's training at drama school. Bill mentions that he might have to go back to the States because of his job. When they drive back, Matt is at the house. He walks away sadly when he sees Bill and Jane together.

(Note: If you have not done any of the previous episodes, there is a description of the characters for teachers on page 4 and a handout for students on page 56.)

### LANGUAGE FOCUS

Modal verbs
Idiomatic language
Music vocabulary

### WARM UP

*The Commitments* is the name of a book by the Irish writer Roddy Doyle, which was also made into a successful film. It tells the story of a group of Irish working class young people who decide to form a soul band, and the humorous events which happen in their attempts to become famous.

The two main stories are shown scene by scene and this can initially be a little confusing. The teacher may wish to see the episode a couple of times beforehand in order to be clear about the sequence of events.

## Before you watch

The aim of the exercises in this section is to work on the central theme which runs through the whole video, which is the band forming and working towards their first gig.

1 Here the students are introduced to the vocabulary of musical instruments.

Students are asked to match the names of instruments to letters in the picture.

Go through the vocabulary and then check that students can label the words correctly.

**Answers**

e) guitar g) keyboards c) trumpet d) bass
b) trombone h) drums f) piano a) saxophone

The questions which then follow can be used as a mini-class survey, or done briefly, depending on time constraints.

You could also ask students to tell you which musical instrument is their favourite, and why.

2 This section aims to generate discussion about the qualities which a band needs in order to become successful. Students have to choose three qualities from the list which are not necessary. Ask them to write down a reason for each choice.

Go through the list, checking comprehension.

In pairs, students make their choices. Teacher monitors and provides any language as necessary.

Give feedback on the answers. If time, you can try and get the students to persuade each other of their choices. There are no correct answers.

## While you watch

### SECTION ONE: Practice makes perfect

In this section, we see Matt's band for the first time. In the middle of their practice, Eddie Usher (Jane and Ali's landlord) appears with a contract for the band. We sense that Eddie is not to be trusted.

1 This exercise aims to introduce Matt and his band to the students, as well as the slightly untrustworthy Eddie. Students are asked to choose if the information is true or false.

Go through the exercise, checking understanding.

Play the video.

Check answers with whole class.

### Answers

a) F. Simon is playing the bass guitar. b) T c) T d) F. They are playing rock music. e) F. He has a contract for the band to sign.

You could get the students to speculate why Eddie is interested in Matt's band.

## SECTION TWO: Going for a spin

This section begins with Jane trying to fix her bicycle. Bill invites Jane to go for a drive with him.

1 This exercise focuses students' attention on Jane and Bill. Students are asked to find the incorrect information and to correct it.

Go through the exercise, checking understanding.

Play the video.

Check answers with whole class.

### Answers

a) Jane wanted to go for a ride in the **country**.
b) Bill says he will repair the **bicycle** later.
c) Jane is **not** sure the car is safe.
d) The MG is one of the finest **British** sports cars ever made.
e) Jane goes inside to **wash her** hands.

2 This exercise focuses on the language actually used by Bill and Jane, and students have to match sentence beginnings and endings.

Go through the sentence halves, checking understanding.

Students match the video halves.

Play the section again.

Check answers with class.

### Answers

a) Why don't you come with me?
b) I should stay and sort this out.
c) I can fix that for you later.
d) Come on!
e) So, are you coming?
f) Have I got time to wash my hands?

## SECTION THREE: Eddie spells it out

In this section Eddie tells the boys they are quite a good band but they must get a new singer if they want to be successful.

1 This exercise concentrates on the verb forms which Eddie uses to tell Simon and Matt what he thinks of the band, all of which except the first are modals. Students must listen and fill in the correct verbs in the spaces provided. Please note that in this exercise students are not given time to predict the answers, as this would generate other answers which are linguistically possible.

The exercise also contains the following idioms which you may wish to pre-teach:

**get down to business** to start dealing with the matter that needs to be dealt with, or doing the work that needs to be done: *Let's get down to business right away — we'll stop for coffee later.*

**get the breaks** to be lucky

**spell it out** to explain sth in a simple, clear way: *You know what I mean — I'm sure I don't need to spell it out.*

Play the video up to Ali using her mobile phone (which is after **Eddie:** *Because you should always listen to your Uncle Eddie*).

Check answers with whole class. If necessary, play the section again.

### Answers

a) Let b) might c) must d) have e) should

2 Ali sends a text message to someone. This exercise aims at getting the students to speculate on the content and to whom it is being sent.

Elicit answers from students to each question. Encourage students to speculate and be positive about any suggestions.

### Answer

The answer is actually revealed in the next section, when Jane receives the message saying:
'Simon + Matt + Eddie? What??'

## SECTION FOUR: On the road

This is a short section where Bill and Jane are driving in the countryside, and Bill describes his passion for British sports cars. Jane gets a text message from Ali and then calls Helen.

1 This is a true or false exercise based on the section.

Play the video up to **Jane:** *Hi, Helen. It's Jane.*

Go though the statements to check comprehension. Students watch the section.

Check answers with whole class. If necessary, play the section again.

### Answers

a) F. Jane loves Bill's car. b) F. Jane doesn't seem to understand everything Bill is saying. c) F. Jane's phone rings. d) T e) F. Jane phones Helen.

## SECTION FIVE: Contact and contract

This section repeatedly switches between two scenes, namely: Eddie and the band, and Bill and Jane in the country. The exercises in the section mirror the changing scenes.

1 In this exercise students have to put the statements into the order that they appear in the section. Watch the first part of section five up to **Eddie:** *What do you say?*

Go through statements and check student comprehension.

Play the section. Students note down answers.

Check answers with whole class.

### Answers

a) 2 b) 5 c) 4 d) 1 e) 3

2 In this second part of the section, students have to listen to the dialogue between Jane and Bill and make a note of the activities which Jane did at drama school. This part is up to **Bill:** *The job's good.*

Go through the activities and explain any which may not be known by the students e.g. *improvising,* a drama activity where students have to make up words, conversation or a song as part of a scene or sketch.

Play the section. Students note down the activities mentioned by Jane.

Check the activities mentioned with the whole class.

### Answers

*horse riding speaking singing dancing*

3 In the final part of this section, Simon leaves Matt and Eddie and has a conversation with Helen. Meanwhile, Eddie puts pressure on Matt while he is alone with him and gets him to sign the contract. This part is up to the end of the section, **Eddie:** *You won't regret this.*

Draw students' attention to the jumbled up sentences said by Eddie.

If necessary, explain *sign, signature.*

Get students to put the words in the correct order.

Play the section. Students then check their answers.

Check answers with whole class.

### Answers

a) There's no need to read the whole thing.

b) You just have to sign here.

c) We only need one signature.

4 What do you think?

The questions are designed to reinforce the fact that Matt has just been pressurized into signing a contract with Eddie. Get the students to give their opinions and encourage them to speculate on what will happen if he becomes the band's manager.

## SECTION SIX: Patching things up

This section begins with Simon explaining to Helen that practising with Matt and the band has been the reason for his recent behaviour. Bill and Jane have enjoyed their day out in the country. Bill then tells her he may have to go back to the USA. They arrive back at the house and meet Matt, who says he was looking for Ali, but leaves rather sadly.

1 This exercise aims to focus students' attention on the relationships between the characters. Students have to watch the video and draw lines between the characters. Check the students understand the meaning of *back on again* (restarted). Tell students to write a description on the lines using the alternatives given in a), b) and c).

Play the video up to the end of the episode.

Check answers with whole class.

### Answers

Jane and Bill – beginning

Jane and Matt – over

Helen and Simon – back on again

2 This exercise focuses on the natural language (sometimes known as 'lubricators') used by the characters in this section to introduce their thoughts.

Go through the sentences and check student comprehension. You may wish to explain:

**cut up** (*informal*) to be emotionally upset: *She was pretty cut up about them leaving.*

Play the section. Students complete the phrases. Then play the section again and allow the students to check their answers.

Check answers with whole class.

### Answers

a) You know b) You mean c) Well d) You know
e) The thing is f) Yeah g) Right

## REVIEW

This acts as a reminder of the facts and incidents of the episode.

Point out to students that they are going to watch the whole episode again.

Draw their attention to the text. Put students into pairs and ask them to try and find the six errors in the text. Encourage them to work from memory, but point out that they can also look through the rest of the episode or the transcript on pages 52 and 53 of the Student's Book.

Go through the suggested mistakes with the students. You can give the correct answers at this stage and then watch the episode again, or brainstorm suggested possible mistakes, then watch and check at the end.

**Answers**

Eddie came to see the band when they were rehearsing and offered them a contract. They all went to the café to discuss this. Eddie tried to persuade them to sign a contract, indicating what he could do for them and what they had to do to become a better band. In the end, Matt agreed to sign the contract. Simon and Helen solved their relationship problems.

Bill met Jane when she was trying to fix her bicycle and invited her to go for a spin in his MG sports car. They went for a drive in the country and got to know each other better. Bill told her that he might be going back to the States because of his job.

## After you watch

1 The aim of this exercise is to provide further practice in modal verbs by completing a text on advice to musicians before signing a contract. It also aims to provide information and language for the ensuing role play.

Students read the text and fill in the gaps using appropriate modal verbs.

Remind students what Matt has signed (a contract). Ask students if he took any advice before signing (no) and if he knows anyone he could ask for advice (yes – David, who is a lawyer).

Go through the text quickly. You may need to explain:

**binding**: that must be obeyed because it is accepted in law: *a binding promise / agreement / contract - The judge said the document was not legally binding.*

**conditions:** rules or decisions that you must agree to, sometimes forming part of a contract or an official agreement: *the terms and conditions of employment*

**guardian**: a person who is legally responsible for the care of another person, especially a child whose parents have died

Get students to fill in the answers, working in pairs.

Go through the answers.

**Answers**

When musicians are offered a contract, they a) *should* always get legal advice first. A contract is a legally binding document in which two sides, which b) *can / may* be the artist and a manager, publisher, record company or between band members.

The contract states for example how the manager c) *should / will* be paid and what a band d) *must / has to* do – the recordings and concerts, etc. Any document which legally binds you to certain terms and conditions e) *should / must* be completely examined and understood before signing. If the manager says "you don't f) *need / have* to read the whole thing – it's a standard agreement", make sure you do read the whole thing!

Young adults under 18 g) *must* have a parent or guardian sign their contracts, and nothing h) *should* be signed without them being present.

Contacts i) *can* be a simple one page document or contain many pages, so take your time to read everything carefully. If you don't want to regret signing a terrible contract and you are not sure what the contract means, you j) *should* show it to a professional.

(information adapted from www.musiclawadvice.co.uk)

(Note: Exercises with modal verbs are notorious for allowing more possibilities than originally conceived, so if students have other answers, ask them to justify their answer and consider their responses carefully.)

### Resources Bank (page 45)

Episode 3

Role play: ContractED

Warm Up

Ask students to try and explain the subheading. Accept suggestions, then mention it is a play on words as the role play is about Eddie's contract – Ed is a short form of Eddie, hence 'contract ED' which also means hired or engaged.

Draw students' attention to the dialogue and ask them:

a) Did Matt sign Eddie's contract? (Yes)

b) Did he read it first? (No)

c) Was Simon there when he signed it? (No, he was talking to Helen).

Then ask students how Simon is probably feeling at the start of the role play (worried and maybe angry with Matt), and how Matt is likely to respond to Simon's questions (vague, evasive, etc).

Check that students understand the prompts. Then put them into pairs, assigning one student to role A and the other to role B.

If students have done the Episode 3 After you watch activity, you could also suggest they reread the contractual advice to help with the language needed to carry out the role play.

Get students to practise the role play. Then ask them to swap roles.

Once the students have done this, some of the pairs could perform the role play in front of the whole class.

## Supplementary material

Further material for this episode can be found on the following: page 44 Episode Worksheets, page 49 Crossword and page 53 Video Worksheet.

Episode 4

# So you want to be a rock'n'roll star?

## Introduction

Jane is having second thoughts about a long distance relationship with Bill. She is also trying to find a new hobby to take her mind off this. Due to the terms of the contract the band has signed with Eddie, they have to find a new singer, so they are holding auditions. One of the singers, Melissa, was a successful artist when she was younger, but unfortunately she has a terrible voice. The auditions finish without the band finding a replacement for Matt. Meanwhile, Jane goes to the café and sees Bill playing the piano. They talk and Bill invites her to sing a song. They are both singing together when the band walks in. They are amazed and realize that Jane could be their next singer.

(Note: If you have not done any of the previous episodes, there is a description of the characters for teachers on page 4 and a handout for students on page 56.)

### LANGUAGE FOCUS

Present perfect v. Past simple

More music vocabulary

Colloquial expressions

### WARM UP

The title is taken from the lyrics of the song *So you want to be a rock'n' roll star* written in the 1960s by the American group *The Byrds*. The song describes the band *The Monkees*, which was a band created for a TV series about a pop group. The music was so successful that at times it was not clear if the music was promoting the TV show, or vice versa. The actual words in the song were:

'So you want to be a rock'n'roll star.
Then listen now to what I say.
Just get an electric guitar.
Then take some time and learn how to play.
...
Then it's time to go downtown,
Where the agent man won't let you down.'

This episode reflects some of the trials and tribulations which most bands go through as they try to make it in the music business. The words in the song about the 'agent man' may also be a reference to Eddie.

## Before you watch

Ask the students to look at the pictures on pages 24 and 25 and describe what they can see. Tell them that the woman in the picture with David on page 25 is called Melissa and that the man in the second picture with Matt on page 24 is called Iggy. Ask the students also to look at the title of the episode and speculate on who Melissa and Iggy might be and what they are doing. Introduce the word *auditions* to students. Elicit whether any student has ever had an audition for anything.

The text is from *The future of music careers* by Peter Spellman. The aim of the text is to get the students thinking about music and the music business. It argues that the music business has gone through three main stages and provides a context for the theme of the band, which runs through this video, and the auditions for a new singer, which take place in this episode.

Draw students' attention to the text and ask them to read quickly the first short paragraph. As they are reading, write the following on the blackboard:

| | | |
|---|---|---|
| drive | shower | other |
| eat | work | shop |

Go through the list and ask students if they actually do listen to music when they do each of these activities. Elicit any other activities they do accompanied to music. Ask if students agree with the sentiment expressed in the opening paragraph.

It may be necessary to pre-teach the following vocabulary:

**aural landscape** – a landscape is normally what we can see around us. This phrase suggests music is what we can hear all around us.

**demand (for sth/sb)** the desire or need of customers for goods or services which they want to buy or use: *to meet the demand for a product*; *There's an increased demand for organic produce these days. Demand is exceeding supply.*

**chronic** – long-lasting and almost addictive.

**ever-growing** – does not stop increasing.

**purchasing** – buying.

**chemist** (chemist's) (*pl.* chemists) (*BrE*) a shop/store that sells medicines and other items: *You can obtain the product from all good chemists.*

**previously** immediately before the time you are talking about: *I couldn't believe it when I heard the news. I'd only seen him once previously.*

**market-driven** the market is the most dominant force.

**approach (to sth)** a way of dealing with sb/sth; a way of doing or thinking about sth such as a problem or a task: *The school has decided to adopt a different approach to discipline.*

**perform** to entertain an audience by playing a piece of music, acting in a play, etc: *The play was first performed in 1987.*

Then ask students to read through the text and answer the true / false questions which follow.

**Answers**

a) F. There are many places to listen to music. Music is everywhere. b) F. Nowadays, it is much easier to buy music. c) T d) F. As well as this, bands must also think about how they wish to record and distribute their music. e) T

## Optional extra activity 1

If time, ask the students to write two more true / false questions to give to their classmates.

## Optional extra activity 2

The text is actually quite rich and thought provoking and if you have time, it may be useful to highlight the stages the music business has gone through by way of the following activity.

Put the following grid on the board and ask students to complete it.

| Phase | Time period | Characteristics |
|---|---|---|
| First | c. 1935–70 | |
| Second | | |
| Third | | |

**Answers to optional activity 2**

| Phase | Time period | Characteristics |
|---|---|---|
| First | c. 1935–70 | Sounds came up from streets and clubs |
| | | Music companies responded |
| | | Music-driven |
| Second | c. 1970–95 | Business-driven |
| | | Lawyers and accountants making decisions |
| Third | 1995–present | Market-driven |
| | | Consumers taking control |

## SECTION ONE: The future is uncertain

In this section, Jane and her sister, Ali, discuss Jane's relationship with her American neighbour, Bill. It seems that Jane is having second thoughts about Bill, especially as he has told her (in the previous episode) that he may be going back to the USA.

1 This exercise aims to familiarize students with Jane's doubts about this relationship. Students watch and circle the correct alternative.

Go through the exercise, checking understanding.

Play the video up to **Ali**: *See you. Bye!*

Check answers with whole class.

**Answers**

a) a drink

b) She doesn't want one.

c) negative

2 This is a follow-up activity to the previous exercise. Students are asked to give their opinions about Jane's true feelings towards Bill. Students who have seen previous episodes should be able to point out that Bill and Jane have shown a lot of interest in each other. Otherwise, the section can be played again, drawing attention to Jane's tone of voice and expressions. The answer is open-ended but students should pick up the general feeling of uncertainty.

3 The aim of this exercise is to warm the students up to the auditions for a new singer for Matt and Simon's band by focusing on Melissa and David, who are both looking for the audition room. Melissa is a new character who has come to audition for the role. David, a lawyer, is going to the audition to help his friends with legal advice.

Students have to sequence the events in the order in which they occur. The first has been given as an example.

Go through the sentences, checking understanding.

Play the second part of section one, from after **Ali:** *See you. Bye!* up to **Matt:** *We're just this way.*

Students order the sentences.

Watch this part of the section again, pausing after each of the events to confirm answers.

**Answers**

a) 2 b) 4 c) 1 d) 3 e) 6 f) 5 g) 7

4 This exercise focuses on idiomatic expressions used by the characters in this section. Having previously completed exercise 3, students are now asked to concentrate more on the actual words spoken.

Go through the conversation and get students to predict which words and phrases are missing. At this point, do not tell students if their suggestions are correct or incorrect.

Play the video up to **Matt:** *We're just this way.*

Check answers with whole class.

**Answers**

bit  much like  been here  Hang on
Just a minute  audition  We're just this way

## SECTION TWO: First appearances

This section begins with Jane ringing up the Cosmic Harmony Centre and asking for information about t'ai chi

classes. There are no exercises on this, and it can be shown just once as background character development, as it shows she is trying to make some changes in her life.

In this section, Melissa and Iggy audition for Matt and Simon's band. Melissa seems very sweet and appears to have had a lot of musical experience. On the other hand, Iggy seems aggressive and makes Matt nervous. David has the contract with him that Matt signed with Eddie on behalf of the band, and tells Matt he is doing a big favour by looking at it. Although Melissa seems to have had a lot of musical experience, the friends discover it was as a child. She also sings awfully.

1 This exercise focuses on the fact that David is going to read the contract Matt signed with Eddie. It checks what has happened by getting the students to focus on what is actually said.

Go through the sentences checking comprehension.

Play the video up to **Matt:** *You're a real mate.*

Check answers with whole class.

**Answers**

a) the free advice he's giving Matt
c) filming the audition
e) the money he lent Matt

2 In this exercise, students are asked to give their opinions concerning Melissa and Iggy by responding to the questions given. All indicators so far point to Melissa as the ideal candidate, but doubts start to form.

Go through the questions and check understanding. Remind students if necessary to form opinions based on Melissa's conversation with David, and Iggy's brief exchange with Matt. Elicit opinions from students.

Play the video up to Melissa beginning to sing.

Ask students if they have changed their opinions in any way.

**Answers**

Open-ended (although Melissa's story may cause students to change their opinions as she is not exactly the experienced rock singer we initially believed). Most students will probably have a negative rather than positive reaction to Iggy.

3 This exercise practises Melissa's use of the Present Perfect Simple v. Past Simple.

Go through the text with students to check comprehension.

If necessary, write an example of the Present Perfect Simple (e.g. *Melissa has sung in a band before*) and the Past Simple (e.g. *Melissa sang when she was a child*) on the board.

Students complete what Melissa says by choosing the correct form of the verbs given.

Play the video up to **Melissa:** *Amazing Grace, how sweet the sound ...*

Check answers with whole class.

**Answers**

've always wanted 've been have sold had got were went was cheated was joined split

## SECTION THREE: The other side of Bill and Jane

In this section, the stories of the episode – Matt's band and Jane's second thoughts about Bill – converge for a grand finale. Jane is still unsure about Bill, but this changes when she goes to Freud's café and sees him playing jazz skilfully on the piano. Bill invites Jane to sing a song with him. She reluctantly agrees. Meanwhile, Matt and his band are still without a singer, even after ten hopefuls have auditioned. They decide to go for a drink at Freud's. Their arrival coincides with Jane singing with Bill. Matt, Helen and Simon watch in amazement. The music is great. Matt is sure he has found the singer for his band – Jane.

1 This exercise aims to get students to try and guess which character is doing something amazing. It concentrates on Bill's piano skills.

Ask students to predict who they think Jane and Ali could be talking about and what could be 'amazing'. Accept all suggestions without being judgemental. It is not important here that students guess correctly, but that they become curious to see who and what Ali and Jane are talking about.

Play the first part of section three up to **Jane:** *He's amazing.*

Ask students if any of their predictions are correct and if they are surprised.

**Answer**

They are talking about Bill and his piano skills.

2 This exercise focuses on the colourful vocabulary and idiomatic phrases used by the characters in this section.

Point out to students that they must complete the sentences while they watch the video.

Play the section until **Ali:** *You're always singing at home.*

Check answers with whole class.

**Answers**

a) passing b) an SOS c) pretty fit
d) do with e) along

Note: You may wish to draw students' attention to the phrase *pretty fit* as it is potentially ambiguous. Students are likely to know *pretty* meaning 'beautiful', but here 'pretty' is used as an intensifying adverb similar to 'very' or 'quite' to emphasize that Simon finds her physically attractive. Tell students *pretty fit* means 'very attractive'.

3 This final part of the section is the climax of the episode. Bill and Jane sing together and amaze the people in the café, including Matt, Helen and Simon. Matt believes Jane should be the singer for the band, whereas Simon seems to be more in favour of Bill.

Bill and Jane sing the song *Mustang Sally*, made famous by the soul artist Wilson Pickett. The exercise provides a watching task where students have to note whether Bill or Jane, or both of them, sing a particular line in the song.

Tell students to watch and listen to the song and fill in the boxes at the end of each line, writing B for Bill, J for Jane and B+J for both Bill and Jane.

Play the last part of section three from **Bill:** *Mustang Sally* up to the end of the episode.

Check answers with students.

**Answers**

Mustang Sally, guess you'd better slow that mustang down. **B**

Mustang Sally my baby, guess you'd better slow your mustang down. **B+J**

You've been running all over town. **B+J**

I guess you'd better keep your flat feet on the ground. **B+J**

All you wanna do is ride around, Sally, **J**

ride, Sally, ride. **B**

All you wanna do is ride around, Sally, **J**

ride, Sally, ride. **B**

All you wanna do is ride around, Sally, **J**

ride, Sally, ride. **B**

All you wanna do is ride around, Sally, **J**

ride, Sally, ride. **B**

One of these early mornings. **J**

You're gonna be wiping those weeping eyes. **J**

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4 The final two questions in the section ask students for their opinions. This is a good chance for a class discussion, as students must make suggestions based on their own ideas. As these questions are opinion based, there are no right or wrong answers, so it is more important to get students participating than trying to supply correct answers.

The first question asks students to suggest who could sing in Matt's band. There should only be two choices here – Bill and Jane, who have just sung really well. However, as always, accept all answers as long as they are justified.

The second question is a little different as it asks students to pick two classmates to be backing singers for the band and is meant to allow for more open responses from the students than the rather more predictable first question.

Elicit the meaning of *backing singers*. If necessary, use the following definition of *backing*:

**backing** (*noun*) music that accompanies the main singer or tune: *a backing group / singer / track*.

Then ask students to reply to the question, explaining their reasons and ideas.

If appropriate, the class could hold a vote to see which students would be best for the band.

## REVIEW

This serves as a reminder of the facts and incidents of the episode.

Point out to students that they are going to watch the whole episode again without stopping.

Students work individually and draw a line between the phrases and the appropriate character.

(Note: The phrases are in the order they appear in the video.)

Check answers with whole class.

If time, as a follow-up you could put the students in pairs. Ask them to look at the transcript of Episode 4 on pages 53 and 54 and choose one more line which each character says.

Then as a whole class, ask each pair to give a couple of their lines and the rest of the class tries to guess which character said the line.

**Answers**

You don't look much like a singer. **Melissa**

I normally charge for legal advice, and I doubt that you could afford my hourly rate! **David**

I'll start paying you back after our gig. You're a real mate. **Matt**

I'd like some more information about your acupuncture classes. **Jane**

Come off it, Jane! You're crazy about him! **Ali**

In an obvious way, that doesn't appeal to me. **Simon**

I played in jazz clubs back home. For a time I even thought about going professional. **Bill**

I think you've found your singer. **Helen**

## After you watch

1 This exercise uses an imaginary phone conversation between Matt and Simon to reinforce some of the idiomatic language used in the episode. They are talking after the auditions and in particular about Melissa, whom Simon found rather attractive, and David, who lent Matt some money.

Go through the idiomatic vocabulary and elicit 'normal' or more formal equivalents from students.

mate = friend

fit = attractive

see you = goodbye

hang on = wait a moment

just a minute = wait a moment

quid = pound (sterling)

Ask students to complete Matt and Simon's conversation, using the appropriate idiomatic expression. Note that there are two expressions for *wait a moment*, and make it clear to students that they can be used interchangeably in the exercise.

Go through answers with whole class.

Ask students to practise the dialogue in pairs. One student is Matt, the other Simon.

If you wish, you may like to have students perform the conversation in front of the rest of the class.

**Answers**

a) hang on / just a minute

b) fit!

c) mate

d) quid

e) Hang on / Just a minute

f) see you.

2 This aims to give students further practice in writing an SMS message. Students have to imagine they are either Matt or Simon and tell Melissa that she has not been successful in joining the band. The previous exercise should have reminded students that Simon finds Melissa attractive, whereas Matt has a more negative view of her.

Ask students to imagine they are either Matt or Simon and write an SMS message to Melissa, telling her the bad news. Remind students of the SMS abbreviations used in the After you watch section in Episode 2 on page 17 of the Student's Book, which they might like to use, if they have done Episode 2. If not, the answer page in the Pairwork section on page 50 of the Student's book can be used as a reference page. They should write a short text message or a telephone conversation explaining why Melissa didn't get into the band. If students have chosen Simon, they may wish to be a little more charming than Matt.

This exercise could be done for homework and should you wish, students could either hand in their SMS on paper or send it to you to your mobile telephone (if you wish to hand out your telephone number to students).

## Resource Bank (page 46)

Role play: The Dream Band

The last few years have shown the rise of groups such as boy and girl bands, or a mixture of the two, which are put together by record companies in order to generate commercial success. This is in contrast to the idea of a band forming itself and then trying to get a record deal. At the same time, many countries have had reality TV shows where the theme has been to win a musical contract, with a typical prize being a recording deal. Essentially, both of these phenomena concentrate on turning artists into a commercial success, rather than seeking original new music. This role play reflects this process. It provides further speaking practice and is one of the activities in the book which can take up a lesson on its own.

Start by asking students to name bands which are popular at the moment and if they know how these bands were formed – did they find each other or were they put together by a record company? Tell students they are going to imagine they work for Virgo record company and want to make a successful pop band.

Put students into groups of 4.

Firstly, ask them to read individually the description of each candidate and note the positive and less positive features of each one. Then ask them to share their opinions on this and try and arrive at a decision on which candidates to choose. Go round monitoring and helping with any vocabulary. You may also have to be prepared to be diplomatic in the case of strong disagreement between members of a particular group.

Then ask the groups to share their choice with the rest of the class to arrive at a final selection. This can be done in a number of ways, e.g. choosing the most popular individuals one by one, or choosing the best argument made for a combination of characters.

An alternate way of doing the activity would be to do the activity as a process of elimination, where once the students have discussed the strengths and weaknesses of each character, they then vote them off the list one by one, similar to the process carried out on the TV shows mentioned above.

If time, students could be asked to give a name to the band and choose its style of music.

Finally, they could be asked to imagine that the first song to be recorded by the new band is to be a cover version of a song that was previously a hit. Students have to choose the song to be covered.

## Supplementary material

Further material for this episode can be found on the following: page 45 Episode Worksheets, page 49 Crossword and page 54 Video Worksheet.

Episode 5

# Band on the Run

## Introduction

Simon, David and Matt meet in Freud's. They realize that the contract is a disaster and Eddie will be the only one who will benefit from it. The band has still not found a singer. Matt promises to sort the situation out. Meanwhile, a bouquet of flowers is delivered to Jane and Ali's flat. Jane presumes they are from Bill. Bill is at work and gets an email offering him a new post in the States. Jane rings him to thank him for the flowers. He is puzzled, as he did not send them, but takes the opportunity to ask if they can meet up later. Eddie turns up at Jane and Ali's flat demanding the rent that he is owed. The girls tell him they will only pay when he has done some necessary repairs to the flat. Ali decides that Matt must have sent the flowers and tries to persuade Jane to phone him. Ali actually phones Matt, who is getting ready to break into Eddie's office. Matt persuades Ali to ask Jane to sing with the band. Matt and David then break into Eddie's office, located in a garage, in order to try and find the contract. Eddie appears while they are inside. Matt is able to run outside but David is left inside. He remains calm, however, and talks to Eddie. During the conversation we realize he has found compromising information about Eddie that will enable the band to renegotiate the contract. Meanwhile, Bill and Jane nearly run over Matt as he runs out of the garage. He phones David who tells him the good news, and then Jane asks him what is going on ...

(Note: If you have not done any of the previous episodes, there is a description of the characters for teachers on page 4 and a handout for students on page 56.)

### LANGUAGE FOCUS

First and Second Conditionals

Gerunds and Infinitives

Expressions used in formal writing

Phrasal verbs with *up*

### WARM UP

The title of the episode is also the name of a song by Paul McCartney's band *Wings*. The video to the song shows the band as prisoners on the run from the police. This can be compared with the break in that Matt and David carry out during the episode and Matt's own escape from Eddie.

## Before you watch

The two exercises focus on using First and Second Conditionals.

1 This sets the tone for the rest of the episode – breaking the law. Here students are asked under what circumstances they would break the law. The objective here is to encourage students to give their opinions and justify them.

Go through the exercise, checking understanding.

Ask students to tick the situations that are applicable to themselves.

Feedback students' answers as a class.

Ask students to think of two further situations in which they would break the law. This obviously depends greatly on the students you have so be prepared to accept all situations. However, elicit which Conditional is used here (the Second) and why (they involve hypothetical situations) and ask students to include this in their answers. You may need to remind students of the form of the Second Conditional by putting a couple of examples on the board.

2 This exercise provides further practice in using Conditionals. Students must complete each character's thoughts, using the correct Conditional forms. It may be necessary to remind students of the uses of both First and Second Conditionals.

Go through the exercise, checking understanding. Ask students to consider how likely or possible each situation is when doing the exercise.

Students complete the characters' thoughts.

Check answers with whole class.

(Note: In some situations, either Conditional form is acceptable, and it is important to ask students to explain and justify their answers.)

### Answers

Matt: If I **had** some money, I **would / could pay** David back the 200 pounds I owe him. If I **impress** Jane with my guitar playing, she **will like** me again and forget about that annoying American.

Jane: If I **sing / sang** at the gig, Matt **will / would get** the wrong idea about me and him. If Bill **sees / saw** me with Matt, perhaps he **will / would think** I'm only interested in Matt.

## SECTION ONE: Contract blues

In this section, David offers Matt and Simon his opinion on the contract that Matt signed.

1 In this exercise, students are asked to watch **without sound** and answer questions using only the visual information available. Therefore it is very important that they concentrate as hard as possible. If your video is equipped with a slow motion feature, you may wish to use this to play the section.

Go through the exercise, checking understanding.

Ask students to watch and tick the correct box.

Now play again, but this time with sound.

Check answers with whole class.

### Answers

a) Matt b) Simon c) David d) Simon

2 This exercise focuses on Gerunds and Infinitives. Students are asked to match sentence halves to make a complete sentence. You may wish to remind students of some rules governing the use of Gerunds and Infinitives.

Go through the exercise, checking understanding.

Students match sentence halves.

Play the section again. Students check answers.

Check answers with whole class.

### Answers

a) Simon mentions ignoring the contract.
b) Matt is embarrassed about signing the contract.
c) David advises them to follow the contract.
d) Simon tells Matt to do something about it.
e) Simon threatens not to play in the concert.
f) Matt tells the others not to worry.

## SECTION TWO: You've got flowers, you've got mail.

In this section, some flowers are delivered to Jane and Ali's flat. We do not know who has sent them. Meanwhile, Bill receives an email confirming his promotion.

1 The first exercise aims to get students to speculate about who has sent the flowers. There are three questions here for students to answer. As this is an opinion-based exercise, there is no correct answer. We learn later that the sender of the flowers is in fact Matt.

Go through the exercise, checking understanding.

Watch the first part of section two, up to **Ali:** *I'll put them in some water.*

Ask students to answer the questions. This could be in groups or as a class. Encourage language of speculation e.g. *They could / might / may be from Simon.*

2 This exercise focuses on the email Bill receives confirming his job promotion in New York. Students have to complete the missing information from the email.

Go through the exercise, checking understanding.

Play the video up to **Bill:** *Yes!* If necessary, pause on the screenshot of the email to allow students more time to note down the information.

Play again to check answers.

Check answers with whole class.

### Answers

delighted post Could relocate take up wishes

3 This exercise focuses on Phrasal Verbs with 'up'. Explain to students that they need to complete the sentences by using one of the four verbs in the box.

Go through the exercise, checking understanding.

Play the video again from Bill receiving the email to **Ali:** *It's Eddie.*

Students note down the correct verbs used.

(Note: The first is not spoken. It appears in the email Bill receives.)

Check answers with whole class.

Follow-up activity
Ask students to suggest a synonym for each of the phrasal verbs used.

For example:
*take up*: accept
*meet up*: colloquial alternative to "meet"
*pick up*: collect
*come up*: happen

### Answers

a) take b) meet come c) pick

## SECTION THREE: The angry landlord

In this section Eddie tries to intimidate Jane and Ali into paying their rent. We also see Matt acting strangely in his bedroom, putting a selection of tools in a bag.

1 This is a sequencing exercise where students have to order Eddie's lines.

Go through the exercise, checking understanding, especially:

**standing order** an instruction that you give to your bank to pay sb a fixed amount of money from your account on the same day each week / month, etc: *to set up a standing order*

**get behind with something** late in paying money or completing work: *She got behind with the payments.*

**unpleasantness** bad feeling or arguments between people: *I'd rather avoid any unpleasantness with the neighbours.*

Students order the dialogue.

Play the video up to Eddie walking away.

Students check their answers.

Check answers with whole class.

**Answers**

a) 5 b) 3 c) 2 d) 4 e) 1

2 In this exercise, students are asked to tick the objects that Matt puts in his bag.

Go through the items, eliciting vocabulary from the students. The items are: 3 torches, bolt croppers, hammer, metal coat hanger and rope.

Ask students to tick the objects that Matt puts in his bag.

Play the video from the first shot of Matt in his bedroom to **Ali:** *... really change your life?*

Check answers with whole class.

**Answers**

hammer 2 torches (long and black) bolt croppers

3 Now students have seen Matt's curious behaviour, they are asked to give their opinions as to the reasons behind it. This focuses on language of speculation, so you may like to remind students of some useful language, such as *Matt could / might / may be ...* or *Perhaps Matt is ...*

There is no correct answer at this stage, so encourage all possibilities or suggestions. Remind students that they talked about breaking the law at the beginning of this episode. Ask them if they think Matt is going to break the law. Ask them why they believe / don't believe this.

## SECTION FOUR: Breaking and entering

In this section, Matt and David break into Eddie's office, with the hope of finding the contract. Eddie returns while they are inside, causing Matt to panic. He escapes, leaving David inside. As he runs out of the building, he is nearly hit by a car.

There is not much dialogue in this section but lots of visual information.

1 In this exercise, students can see if their guesses from section three, activity 3 were correct. The exercise aims to test general comprehension. The format is multiple-choice and students are asked to tick the correct answer.

Go through exercise, checking understanding.

Play the video. Students answer questions.

Go through answers with whole class.

**Answers**

a) in an office
b) Eddie
c) document
d) near the door
e) He makes a lot of noise.
f) information on Eddie
g) hit by a car

## SECTION FIVE: Cool, calm and collected

In this section David confronts Eddie with a list of false names Eddie has used, threatening to give them to the police if Eddie does not change the terms of the band's contract. Meanwhile, Matt, having narrowly escaped being run over, discovers that the people in the car are Bill and Jane. They are amazed to see him. As they talk, David phones Matt, telling him the good news that Eddie has decided to change the contract.

1 This exercise focuses on the idiomatic language used by a calm David and an angry Eddie. Point out to students that they should replace the underlined phrases in the exercise with ones actually used by the two characters. You may have to play the section more than once.

Go through exercise, checking understanding.

Watch the video. Students answer questions.

Go through answers with whole class.

**Answers**

a) What the hell are you doing b) do you think you are c) I wouldn't do that if I were you.
d) should I say e) I wonder if I might suggest

2 In this exercise, students are asked to identify the outcome of David's confrontation with Eddie. Eddie mentions two things he is prepared to do and one he is not prepared to accept.

Go through exercise, checking understanding.

Watch the video. If you wish, it is not necessary to repeat the whole section, as the changes are only mentioned at the end (from **Matt:** *David! Are you OK?* to the end of the section).

Students answer questions.

Go through answers with whole class.

**Answers**

He will:
a) change the contract.
b) make some repairs to the girls' flat.
He won't accept:
c) Matt singing in the band.

## REVIEW

The objective of the exercise here is to remind students of the facts and incidents of the episode.

There are six mistakes in the exercise. Point out to students that these mistakes are factual, not grammatical.

If you wish, you may like to fast forward through the episode as a reminder of what happens.

Students correct the exercise. If you like, have students work in pairs to do this.

When students have finished, play the whole episode again and get students to check their corrected exercise.

Go through answers with whole class.

### Answers

Matt sent a bunch of flowers to Jane, asking her to be the singer in his band. She thought they were from Bill, but he denied having sent them. He was more worried about his new job promotion in New York. Meanwhile, Ali tried to persuade Jane to sing in the band.

David and Matt broke into Eddie Usher's office and found some interesting documents showing Eddie's shady past. They heard Eddie coming, and Matt ran out of the office. Then David confronted Eddie with the evidence and changed the contract with him. As Matt ran out of the building, he was almost run over by Jane and Bill who were in Bill's car.

## After you watch

1 This activity is aimed to give students further writing practice. The task here is Bill's imaginary reply to his boss about his promotion. Refer students back to the original email on page 31 of the Student's Book. Point out useful phrases such as *I would like to confirm ..., as soon as possible* or *Best wishes*.

Tell students to imagine they are Bill.

They must decide on the following:

- If Bill accepts or declines the offer.
- When he can start.
- If he has any further questions.

Students then reply to Bill's boss, using a similar, fairly formal, register.

You may wish to set this exercise as homework, especially if you are short on time.

### Role play

2 The objective here is for students to imagine they are either Jane or Matt in the final scene. Matt has nearly been run over, and Jane is surprised to see him in this place in what appear to be strange circumstances.

Put students into pairs. Explain the situation. Elicit how Jane is feeling (confused, relieved they didn't hurt Matt, worried) and how Matt is feeling (scared, relieved he is safe, worried about David).

Student A is Jane, Student B is Matt. Using the prompts, Student A (Jane) must ask Student B (Matt) questions. Student B must reply using the information in the Student's Book. Student B therefore has a more difficult role, so you might like to encourage stronger students to perform this.

This exercise offers free speaking practice. You might like to ask two of your more confident students to model the role play in front of the class, and then get students to carry out the role play in pairs.

When students have finished, ask them to swap roles.

### Resources Bank (page 47)

Role play: Sing out sister.

In the episode Ali promises Matt that she will try and persuade Jane to sing in the band. This activity allows students to role play this conversation. Note that Ali actually has this conversation in Episode 6, so for the activity to be carried out as specified, it will need to be done before students watch this.

Elicit from students what Ali has promised Matt. Ask them what Ali thinks about Matt and remind them of the relationship between Ali and Jane (sisters). Ask students if they have sisters and for those that do, ask them how they go about getting their sisters to do something. What tends to work and what does not work!

Then put students into pairs A and B and assign them Ali and Jane's roles, respectively.

Finally, ask students if they think that in the actual video Ali will be able to persuade Jane to sing, or not, and elicit the reasons why/why not.

## Supplementary material

Further material for this episode can be found on the following: page 46 Episode Worksheets, page 50 Crossword and page 55 Video Worksheet.

Episode 6

# The Show Must Go On

## Introduction

Matt is still asking Jane to sing at the gig, but she has agreed to go out for dinner with Bill. Matt and the band spend the day setting up their equipment at the Galaxy. Ali goes along to help Matt, and we sense that there is a growing affection between them. Bill and Jane have dinner, and Bill asks Jane to come to New York with him. Meanwhile Eddie comes to the Galaxy and finds the band without a singer. He decides to sing himself and goes on stage with the band. Ali is horrified and rings Jane just at the moment Bill invites her to go to the States. She agrees to sing, so she and Bill rush there in Bill's car. They arrive just as Eddie is finishing the first song, and Jane takes the microphone from him and starts singing, much to Matt's delight. As she sings the song, we see the other characters in the story listening to her and the band. She sings well and the concert is a success.

(Note: If you have not done any of the previous episodes, there is a description of the characters for teachers on page 4 and a handout for students on page 56. It may be difficult to use this episode as a one-off, however, given that it resolves a number of issues from previous episodes.)

### LANGUAGE FOCUS

Giving reasons

Idiomatic conversational phrases

### WARM UP

The title refers to a song by the rock band *Queen* written when singer Freddie Mercury was dying. Although the band do not have a new singer, they must still perform.

## Before you watch

Again, the theme of the unit is music, culminating in the band's successful concert at the Galaxy. Both of the exercises here practise giving opinions and justifying them. Therefore, you may wish to remind students of language necessary for this. They are designed to get students ready to watch the concert with which the episode (and the video) finishes.

**Giving opinions:**

*In my opinion ...*
*As far as I'm concerned ...*
*I think ...*
*From my point of view ...*
*I reckon ...* (informal)

**Giving reasons:**

*Because ...*
*Since ...*
*Due to ...*
*The thing is ...* (informal)
*The reason why ...*

1 In this exercise, students are asked to give their opinion about their favourite song. As they are opinion-based activities, there are no correct / incorrect answers. It is more important for students to use language for giving opinions and reasons correctly.

Go through the exercise, checking understanding. Check possible problematic words, such as *rhythm*.

Students work in pairs, telling their partner their ideas.

Feedback answers as whole class.

2 Similarly, in this exercise, students are asked to give their opinion about their favourite songs. However, this time they have to imagine that they are going to sing several songs at a Karaoke night.

Elicit the meaning of *Karaoke*. Ask if any students have ever tried it or do this regularly.

Go through the exercise, checking understanding.

Ask students to choose two or three songs to sing, and to justify their answers.

This could be done as a group activity, then as a whole class, with students presenting their answers. If time, it might be interesting to analyze the songs chosen by students in further ways, e.g. which languages they are sung in, how old they are, etc.

### SECTION ONE: The tenth hour

In this section, Jane receives a postcard from Matt asking her to sing at the gig. Bill also invites Jane out for dinner to talk about their relationship.

1 This exercise aims to summarise the events in the story in this section, by means of a true / false exercise.

Go through the sentences checking comprehension.

Watch section one.

Check answers with whole class.

(Note: The final question *Ali is interested in Matt* is a matter of opinion. It would appear that she knows a lot about Matt, and they have been spending lots of time together recently. )

## Answers

a) T b) T c) F. He invites her out for dinner.
d) F. The gig is in ten hours. e) T f) F. Ali doesn't think Matt is trying to get back together with Jane.
g) Probably T (see note above)

2 This exercise focuses on Bill's dialogue with Jane, and the idiomatic expressions used. Point out to students that they are going to listen for expressions that make the conversation seem more natural.

Go through the sentences checking comprehension.

Play video up to **Bill:** *...to take you out for dinner.*

Check answers with whole class.

If time, have students practise the dialogue, firstly without the expressions listened for, and secondly with the expressions. Alternatively, four students can be invited to come up to the front of the class. One student is Jane and the other Bill. Assign the other two students to be Jane and Bill's 'shadows'. Tell them to read the dialogue, but get the shadows to say the phrases which were listened for. This is a vivid way of highlighting the phrases, and can be used in similar activities.

## Answers

**Bill**: **Listen**. Can we meet up later?

**Jane**: Uh, I **dunno**. I'm not quite sure what I'm doing ...

**Bill**: **The thing is**, I really need to talk to you, and we never really got a chance the other day, what with Matt's unexpected arrival.

**Bill**: **I'm sorry**, I can't right now. I've gotta go to the office.

**Bill**: There's loads of stuff I need to sort out – **you know**, for the move back to New York. They're really putting me under pressure to leave as soon as possible.

**Bill**: **Anyway**, do you think we could meet up later – say about eight?

(Note: You may wish to draw students' attention to the informal forms in the dialogue:

*dunno* = don't know and *gotta* = got to. Emphasize that they are to be used in informal contexts only.)

## SECTION TWO: One gig and no singer

In this section, the band gets ready for the gig at the Galaxy. Matt and Ali seem to be getting closer. There is still no news of Jane, so it appears Matt will have to sing.

1 Following on from the previous section, this exercise is designed to get students to consider Matt and Ali's friendship.

Ask students how they can tell when people are romantically interested in each other, and what these people normally do to show this.

Go through the sentences checking comprehension.

Watch video up to Ali shaking her head.

Check answers with whole class.

2 This exercise focuses on the confrontation backstage between Eddie and the friends. Students have to watch and note down who said what. They must choose between Eddie, Matt and David.

Go through the sentences checking comprehension.

Play video up to the end of the section.

Check answers with whole class.

## Answers

a) Matt b) Eddie c) Eddie d) David e) Matt

3 This exercise concentrates on the actual language used by the characters in the section. Students have to match beginnings and endings to make complete sentences. By the time students get to this exercise, they will have already seen the section once so should have a rough idea of what has happened and what the characters say.

Go through the sentences checking comprehension.

Students match sentence halves.

Play the whole section.

Students check answers.

Check answers with whole class.

## Answers

a) I was just wondering if there's anything I could do to help.
b) She's not coming, is she?
c) She must have decided to go out to dinner with Bill.
d) OK, Matt. It's down to you.
e) Can anyone tell me what's going on?
f) She couldn't make it.
g) I've invited important people from the business.

## SECTION THREE: Jane to the rescue

In this section, Bill suggests Jane goes to the USA with him. Just as he is saying this, Jane receives a phone call from Ali, asking her to sing at the gig. She finally accepts.

1 This exercise is a prediction exercise. The first part of section three should be played **without sound** and students have to choose which one of three dialogues given fits the scene.

Point out to students that Bill is going to make a decision about his relationship with Jane. Elicit from students what they think this could be.

There are three texts here, producing three different outcomes. Read each text as a class. You may wish to assign roles to different students and get them to read each text out aloud. Tell students to imagine they are

Bill and Jane, and try to put their feelings into the reading.

Check understanding.

Now watch the first part of section three **without sound**, up to Jane answering her mobile phone.

Students choose which dialogue they think the characters actually say.

Play again **without sound** if necessary.

Ask students what they think.

Now play with sound. Students check their answer.

Check answer with whole class.

### Answer

The dialogue used is dialogue **b**).

2 The aim of this exercise is to focus on other phrases used in the section.

Go through the sentences checking comprehension.

Play the second part of section three (from Jane receiving the call to the end of the section).

Students complete the missing words.

Play the video again. Students check answers.

Check answers with whole class.

### Answers

**Eddie**: … **featuring …**

**Jane**: You've got to be joking!

**Ali**: … didn't have …

**Bill**: … sort this out …

## SECTION FOUR: Baby please don't go

In this section Eddie sings the song *Baby please don't go* with the band. As he sings, Jane and Bill speed to the concert in Bill's car.

1 In this exercise, students are asked to complete spaces in the song by using 'crossword' type clues. These should be relatively easy to understand, except the third. You may like to give another example, such as *Girl is to boy, as woman is to_____?* (man). This is quite a common way of writing clues in crossword puzzles.

Point out to students that they are going to hear a song. Mention that there are four missing words / phrases, indicated by the numbers 1-4. Tell students that they can work out the missing text by answering the clues which follow the lyrics.

Students answer clues.

Play section four.

Students check answers.

Check answers with whole class.

(Note: The lyrics seem ungrammatical – a common feature of song lyrics in English, where often a rhyme or sound are more important than grammatical accuracy.)

### Answers

1 New Orleans 2 love 3 country 4 log

2 This activity serves as a follow-up to the previous one. It consists of general questions about the section.

Go through the exercise, checking understanding.

Play the section again.

Students choose the correct alternative.

Check answers with whole class.

(Note: Questions a) and c) are more opinion-based so you may have students who think Eddie is a great / terrible singer and the audience are loving it or are indifferent to the music. Be prepared to accept any answers if they are justified by students.)

### Answers

a) See note above.

b) **four** (without Eddie), five (including Eddie)

c) See note above.

d) Bill **fastens** his seatbelt.

e) Eddie is **annoyed** to see Jane and David.

f) He wishes her **good** luck (*Break a leg* is an idiomatic expression meaning 'Good luck').

## SECTION FIVE: Song to the Siren

In this section, Jane rescues the band by singing the song *Song to the Siren*. The concert is a great success and the story ends on a positive note. The song itself is complex but offers many possibilities for study.

Explain to students that Jane is going to sing a song. Ask if they think she will be better than Eddie.

Tell the students the song is about a *siren*. See if they know the meaning of this word.

1 The aim of this text is to provide information to students about who the sirens were in classical mythology and recount Ulysses' encounter with them, to help them understand the attraction of the siren which is expressed in the song.

Ask students to read the text and make a note of what they consider to be either the three most important or interesting pieces of information about a siren.

Check any unknown vocabulary.

Alternatively, you could ask the students to prepare a short summary of the text.

2 This exercise looks at the rich vocabulary contained in the song lyrics.

Refer students to the lyrics on page 40 of the Student's Book and the numbered phrases 1–7, which appear in bold.

Point out that the pictures A) to G) after the text refer to these numbers.

Ask students to match the numbers 1–7 with the pictures A) to G).

Monitor and provide help when necessary.

**Answers**

1 C 2 E 3 G 4 B 5 A 6 D 7 F

3 In this exercise, students must match items of vocabulary with their definitions, in order to understand the lyrics better.

For this exercise, you may wish to let your students use a dictionary as the language is very poetic, and put students into pairs, so that they can help each other.

Tell students to match the vocabulary with its meaning.

While students are completing the exercise, monitor and provide help when necessary.

Check answers with whole class.

**Answers**

a) *shies* (vb: *to shy*) to turn away suddenly because of fear or surprise

b) *lovelorn* = unhappy because the person you love does not love you

c) *amidst* = in the middle of

d) *enfold* = to surround or cover somebody / something in your arms

e) *shipless* = (here) no other ship near; alone

f) *lean* = to rest on or against something for support

g) *sorrow* = a feeling of great sadness

h) *puzzled* = unable to understand something or the reason for something

4 Now students have examined the vocabulary in depth, this exercise focuses on general comprehension of the lyrics. As such, students should be able to answer the questions in this exercise by using the vocabulary explained in the previous exercises.

Go through questions with students, checking understanding.

Check answers with whole class.

**Answers**

First verse

a) on a ship

b) She drew him to her isle.

c) He is shipwrecked / on the rocks.

Second verse

d) He is / the sailor / his boat

e) It has hit the rocks.

f) He is feeling sad.

Third verse

g) He is confused / unsure.

h) He can stay where he is or go to the siren.

i) He wants to hold the siren in his arms.

5 Having done all the previous exercises, students can now listen to the song performed by Jane and *The Broken Hearts*.

Draw students' attention to the note which follows the introductory text, which states that the original song was sung by a man. This version has a female singer, but she is still singing to 'the siren'.

(Note: Other recorded versions of *Song to the Siren* include:

- This Mortal Coil on the album 'It'll End in Tears' [4 AD, 1986] with the vocals performed by Elizabeth Fraser
- Robert Plant on the album 'Dreamland' [Universal, 2002]
- Susheela Raman on the album 'Salt Ravi' [Nevada World, 2001]

**REVIEW**

This serves as a quick summary of the events in the episode.

Point out to students that the sentences here represent the key events in the episode.

Go through the exercise, checking understanding.

Ask students to put the sentences in the order they happened. The first has already been done for them.

Play the whole episode again.

Students check answers.

Check answers with whole class.

**Answers**

a) 5 b) 2 c) 6 d) 4 e) 1 f) 7 g) 10 h) 8 i) 3 j) 9

## After you watch

This task gives further reading practice.

The song *Song to the Siren* was made popular by the 1960's and 70's singer Tim Buckley. An innovative musician, he died tragically in 1975. His son Jeff Buckley also became a musician and there are many similarities between the two artists, notably that they both died young. Jeff died in 1997.

In this exercise, Student A reads about Tim Buckley, whereas Student B reads about Jeff Buckley. They then share information about the two musicians.

Point out to students that they are going to read a text either about a musician connected with the song Jane sings, or his son, who was also a musician.

You may wish to preteach some vocabulary, such as:

Tim Buckley text:

**skilled** having enough ability, experience and knowledge to be able to do sth well: *a skilled engineer / negotiator / craftsman*

**subtle** organized in a clever way: *a subtle use of lighting in the play*

**elaborate** carefully prepared and organized: *elaborate designs*

**free-form** (of art or music) not created according to standard forms or structures: *a free-form jazz improvisation*

**pass away** to die

**overdose** too much of a drug taken at one time: *She took a massive overdose of sleeping pills.*

Jeff Buckley text:

**critical acclaim** received great praise from critics

**vocal range** the notes your voice can sing from high to low

**drown** to die because you have been underwater too long and you cannot breathe

Allocate each student a letter, A or B.

Student A reads the text on Tim Buckley on page 42.

Student B reads the text on Jeff Buckley on page 50.

Each student must complete the information requested after reading their text.

When they have finished, Student A and Student B work together, telling each other the information they have noted down.

Go through answers with whole class.

Ask students for their opinions and if they can think of any similarly tragic stories.

## Answers

**Tim Buckley:**

Date of birth: February 1947

Kind of musician: folk-jazz singer-songwriter

First performances: in the folk clubs of Los Angeles

Details of recordings: *Starsailor*, a free-form work and his creative 1968 show in London.

Age at death: He was twenty-eight years old.

Reason for death: He died from an accidental drug overdose.

**Jeff Buckley:**

Date of birth: 17 November 1966

Kind of musician: Songwriter – rock

First performances: He played in clubs and coffee houses in New York and a tribute concert for his father.

Details of recordings: the album *Grace*

Age at death: He was thirty years old.

Reason for death: he drowned while he was swimming.

## Resource bank (page 48)

1 This exercise aims to fit in with the end of the video and the feeling of closure it generates by asking students to note what they believe each of the characters is thinking as the band performs.

Tell students that they are going to watch the band perform again. As they watch, they should make notes on how each character is feeling.

Play video.

Go through the students' written down comments with the whole class.

This is a free exercise, so accept any answers which are in keeping with the main characters in the story.

2 This exercise provides an opportunity for students to use their imagination and to further practise the Past Simple and Present Perfect.

Explain that six months have passed. Ask them to work in pairs and focus on one character or set of characters, e.g. Bill and Jane, the Band, etc. They must think of what has happened to their chosen character(s) in this time. Point out that they will need to use the Past Simple (finished time) and Present Perfect (unfinished time) tenses to do this.

Check understanding by asking students to explain the task to you.

Students in pairs then come up with ideas.

Have the students present their ideas to the rest of the class. After everybody has presented their ideas, hold a class vote for the best, or favourite, ones.

## Supplementary material

Further material for this episode can be found on the following: page 47 Episode Worksheets, and page 50 Crossword.

# Supplementary material

## Introduction

This part of the Teacher's Book is devoted to Supplementary Material. In turn it is divided into teachers notes on these activities, and the activities themselves.

The activities take the form of **Episode Worksheets**, which consist of activities which revise and recycle the plot, character development and language used in each episode; **Crosswords** to practise vocabulary items; and **Video Worksheets**, which allow students to focus on specific features of any episode.

### Episode Worksheets

The activities for each unit are:

1) Running Dictation
2) Board-game
3) Idiomatic Verb Phrases
4) Pub Quiz
5) How much do you bet?
6) What day!

The activities are familiar classroom activities in general use adapted to the *New Headway Video Intermediate*. They are explained below. They focus on specific material for each unit. However, it is important to note that the ideas can be taken and reused in other units e.g. The **Board-game** on page 42 and 43 can be used with a different episode. To do this will require either the teacher or students to write new questions for that episode. If you have two classes, or a colleague who is using this video with another class, get students to write questions on a particular unit for the other class.

### Crossword Activities

These provide a resource for vocabulary items specific to each episode. They can be used to revise and consolidate this vocabulary.

### Video Worksheets

These are general worksheets which can be used with any episode and indeed any section of any episode. They are deliberately designed to be general so that they can be used in this way. They focus on character and plot development, and language and comprehension of episodes and sections. They can be used as required by teachers for more general exploitation of the video.

Much of the material to be found in the Student's Book consists of exploiting particular sections of episodes for very specific language or plot and development work. It may sometimes be the case, however, that teachers wish to exploit a section or episode in a much more general way and do not want such detail. In order to accommodate this wish, we have provided these general worksheets for students and teachers. Such worksheets are sometimes known as universal task sheets, in that they can be used with any section of video.

The worksheets focus on the following:

**Video Worksheet 1**: Character development

**Video Worksheet 2**: Character and plot development

**Video Worksheet 3**: Vocabulary records

**Video Worksheet 4**: Learner training – assessing comprehension difficulty

**Video Worksheet 5**: Character description

In some cases and certain episodes, it may be necessary to give more than one copy of the worksheet to students, or use the rest of the space on the worksheet, e.g. the other side of the paper, if there is more information than can be noted down in the spaces provided.

### Meet the characters

Page 56 contains a brief introduction to the main characters in the video, which can be photocopied and handed out to students.

# Teacher's notes on Episode Worksheets

## EPISODE 1 Running Dictation

### MATERIALS NEEDED

a) Photocopies of the Information sheet about the characters on page 40 (1 for each group of students).
b) Photocopies of the Answer sheet on page 41 (1 for each group of students).
c) Blue tak or sellotape to stick the Information sheet texts on the classroom walls.

### INSTRUCTIONS

1 Divide the students into small groups. Give them a number.
2 Give each group a copy of the Running Dictation Answer Sheet.
3 Put up copies of the Information sheet texts about the characters around the room, numbered Group 1, Group 2, etc.
4 Point out where each group's text is.
5 Tell students that one student at a time must run to the text, read one piece of information about the characters, memorize it and run back to their group and tell the other students the information. Students write this down, then another student runs to their piece of paper and gets the next piece of information.
6 Teacher monitors, making sure students only write down one piece of information at a time.
7 When one group has finished, go over and check they have the correct information.
8 When you have verified their information, stop the game and announce the winner. If the information is wrong or incomplete, the game continues.

### VARIATIONS

1 Cut up the pieces of information and distribute them around the room. Number them (1 to 16). You will not need so many copies of the sentences, otherwise the activity is too easy. Students then give the number of the information and continue until they have found all the sentences.
2 Students can write information about other episodes, which can be checked by the teacher and other students, collated and printed out to provide a running dictation for these episodes.

## EPISODE 2 Board-game

### MATERIALS NEEDED

a) Photocopies of the board on page 43 (1 per 4/5 students).
b) Dice
c) Counters

### INSTRUCTIONS

1 Put students into groups of 4 or 5 and give them a handout.
2 Assign students a character each: Jane, Bill, Helen, Simon or Ali.
If there are only 4 students, one character is dropped but the game can still function.
3 Tell students that they must answer as if they were the real character. They must take it in turns to throw the dice, advance and answer the question in the box they land on. If they land on a square which asks about their character, they must answer in the first person in role. Other students decide if the answer is acceptable. If not, the student has to go back to the square they were on. The first student to reach the end is the winner.
4 Monitor students and provide help when necessary.

The activity should take around 15 minutes.

### VARIATIONS

1 Get the students to come up with some more questions for the episode. You could recycle these either later on as a revision activity, or use them with another class.
2 Students can make their own questions for another episode.

## EPISODE 3 Idiomatic Verb Phrases

This worksheet focuses on the idiomatic language used in this episode. The language is quite demanding but many of the phrases are used regularly in day-to-day English.

### MATERIALS NEEDED

a) Photocopies of the exercise sheet on page 44 (1 per student).

### INSTRUCTIONS

1 This exercise focuses on the definitions of the verb phrases.
  1 Ask students to match up the phrase with its meaning.
  2 Go through answers with students.
2 This exercise concentrates on phrases in sentences that the characters use in the episode.
  1 Ask students to choose the correct verb phrase from the previous exercise to complete the sentences. Point out that it might be necessary to change tense or person.
  2 Go through answers with students.
3 This exercise is a recall task.
  1 Point out to students that all of the expressions in the previous exercise are used in this episode.
  2 Ask students to try and remember who said each sentence.
  3 Go through answers with students.

### Answers

1
a) to earn money, to survive
b) to help someone with something
c) to have a lucky opportunity to do something
d) to hate
e) to go for a drive in a car for pleasure
f) to talk to someone
g) to decide
h) to arrange something for someone
i) to wait
j) to be totally legal

2 and 3

a) Well, why don't you come with me? I'm just about to *go for a spin* in my MG. **Bill**

b) I think you boys are good. I even think you might become quite big … if you *get the breaks.* **Eddie**

c) You don't have to sign anything you don't want to. But if we enter into a formal agreement, I can *give* you boys *a helping hand.* **Eddie**

d) First off, I can *fix you up with* a gig. **Eddie**

e) I wish. I actually do a lot of teaching. I've got to *make a living.* **Jane**

f) Sorry. I'll be back in a minute. I just need to *have a word with* someone. **Simon**

g) It's all totally *above board*, Matt. You just have to sign here. **Eddie**

h) I'm sorry. I just didn't think I could tell you. I know you *can't stand* his music. **Simon**

i) Oh, he couldn't *hang around.* He's a busy man! **Matt**

j) It's not definite. They're still *making up their minds.* **Bill**

### VARIATIONS

1 Students can use the transcript in the Student's Book to choose sentences containing idiomatic phrases from other episodes to write their own material like exercises 2 and 3.

2 One variation is to get students to do this for five sentences, four of which are said by one particular character and one which is not. Other students then have to guess which sentence is not said by this character, and who actually said it.

## EPISODE 4 Pub Quiz

This is a fun activity to recycle the language and events of this episode.

### MATERIALS NEEDED

a) Photocopies of the Pub Quiz Answer sheet on page 45 (1 for each team).

### INSTRUCTIONS

1 Divide the class into 5 or 6 teams.

2 Explain to students that pub quizzes are very popular in Britain. These consist of questions grouped into themes, which are called *rounds*. If you are working in a country where the term 'pub quiz' may not be acceptable, you can change the name to 'café quiz'.

3 Tell students they are going to participate in a similar quiz.

There will be 5 rounds with 4 to 6 questions in each round (depending on the time you have to spend on this activity).

4 Explain that the rounds will be focused on:

Plot
Characters
Individual words
Who says what?
Idiomatic expressions

5 Give each team a copy of the answer sheet to write the answers on.

6 Each team must think of a name for their team and write it on the answer sheet.

7 Tell students they have a 'Joker', which they can use in one of the rounds. The Joker doubles their score for the round.

8 Start the quiz.

Each correct answer is worth one point. Language questions must be spelled correctly. There are no half marks. Traditionally each round is marked immediately after it takes place. Teams swap papers with each other and mark the answers. The teacher has the final say.

In the event of a tie, a tie-breaker question is used. One person from each team is chosen to stand up and answer it.

### ROUND 1: Plot

1 Which instrument does Bill play? **piano**
2 How much money did Matt borrow from David? **£200**
3 What healthy exercise does Jane do every day? **yoga**
4 What's David's job? **lawyer**
5 What's the name of the café where Ali works? **Freud's**
6 What's the name of Matt's band? **The Broken Hearts**

### ROUND 2: Characters

1 What is the name of the woman who auditions for Matt's band? **Melissa**
2 Who sings *Mustang Sally* in the episode? **Bill and Jane**
3 Who films the auditions? **Simon**
4 Which two friends of Simon and Matt help with the auditions? **David and Helen**
5 Who is looking for a new hobby? **Jane**
6 Which female friend does not have a boyfriend? **Ali**

### ROUND 3: Individual words

1 Matt's band needs a new singer so they hold WHAT? **auditions**
2 Simon describes Melissa as being 'pretty WHAT'? **fit**
3 Matt says David is a real friend. Which informal word does he use instead of 'friend'. **mate**
4 Melissa's band sold many records. They were very WHAT? First letter begins with 's'. **successful.**
5 When Matt's band has a singer, they will play a WHAT? (Another name for a 'pop concert'.) **gig**
6 Ali and Jane think Bill's piano playing is WHAT? (Another word for 'fantastic'.) **amazing**

### ROUND 4: Who says what?

1 Are you seeing Bill tonight? **Ali**
2 You don't look much like a singer. **Melissa**
3 I normally charge for legal advice. **David**
4 I'll start paying you back after the gig. **Matt**
5 Why don't you sing along? **Bill**
6 I think you've found your singer! **Helen**

**ROUND 5: Idiomatic expressions**

1 When David speaks to Matt, he tells him to wait by saying, 'just a WHAT'? **minute**

2 Jane wants to join a T'ai Chi class. What is the missing word – she is interested _____ joining. **in**

3 Matt asks Iggy to sit down. Finish the following expression he uses: Why don't you take a _____? **seat**

4 Finish the expression used by Jane to describe her relationship with Bill, ' We're just two ships passing in the _____ '. **night.**

5 Helen says, 'I think we could all _____ with a drink.' Complete the expression. **do**

6 Bill encourages Jane to sing by saying, 'Come _____, don't be shy!' Complete the expression. **on**

**TIE BREAKERS**

1 Name one country where Melissa had a hit record when she was young. **Norway** or **Luxembourg.**

**Alternatively:**

2 Which activity beginning with A was Jane interested in trying? **acupuncture**

**VARIATION**

1 After watching another episode, students can be divided into 5 teams and given the task of writing the questions for a round. If you have two classes using the video or a colleague who is also doing so, you can use the questions produced by the other class to hold another quiz.

## EPISODE 5 How much do you bet?

This is an activity focusing on idiomatic language, where students bet according to their confidence in their answers. It is sometimes known as 'grammar auction'.

**MATERIALS NEEDED**

a) Photocopies of the exercise sheet on page 46 (1 per student).

**INSTRUCTIONS**

1 Handout the photocopies of page 46. Tell students to read the definition of *bet* on the handout and check that they understand it.

2 Put the students into pairs.

3 Students examine the sentences to see if the phrases in bold are used **correctly** or **incorrectly**. They then mark this accordingly in the correct column.

4 Then students bet on the sentences, based on their 'correct / incorrect' answers. They have a total of £2000 for all sentences. They must bet on each one, the minimum per sentence being £50.

If students are correct, they double the money they originally bet. If they are incorrect, they lose the money they bet.

5 Go through answers with whole class. Ask students to record wins and losses in the appropriate column and then to add up the total at the end. The pair with the most money wins.

**Answers**

a) **Incorrect. I'm not turning up** at The Galaxy just to line Eddie Usher's pockets

b) **Correct. You'd better do something about** that contract.

c) **Correct. Something's come up** and I'd really like to talk to you about it.

d) **Incorrect**. I'd rather tell you **face to face**.

e) **Correct. You're getting behind with** your rent and that isn't good for anyone.

f) **Incorrect. I'll have a word with** her about it.

g) **Incorrect. What the hell are you doing** in here?

h) **Incorrect. I wouldn't do that if I were you.**

i) **Correct. I wonder if** I might suggest one or two changes.

j) **Incorrect. Catch / See you later**. Bye.

## EPISODE 6 What a day!

Tell students that they are going to look at the day of the gig from Jane and Bill's perspective.

**MATERIALS NEEDED**

a) Photocopies of the picture worksheet on page 47 (1 per student).

**INSTRUCTIONS**

1 Distribute the worksheet.

2 Put students into pairs.

3 Ask students to number the pictures in the order they happened.

4 Check answers with class

**Answers**

a) 6 b) 3 c) 7 d) 4 e) 2 f) 1 g) 8 h) 5

5 Now explain to students that one student in the pair must retell the story of Jane's day, using past tenses, to his / her partner.

6 Then the second student has to retell the story, but this time from Bill's perspective, using past tenses.

You may wish to ask two stronger students to model the activity in front of the rest of the class.

7 Monitor students while they tell the story.

8 If there is time, you could ask students to perform their versions in front of the rest of the class.

# Teacher's notes on Crosswords

Each episode has its respective crossword, focusing on 10-15 items of vocabulary from the episode.

Tell students that they may use the transcript at the end of the book to help them do the crosswords, as well as their own knowledge.

The crosswords can be set either in class or for homework.

Answers are provided in the completed crosswords below.

## Answers

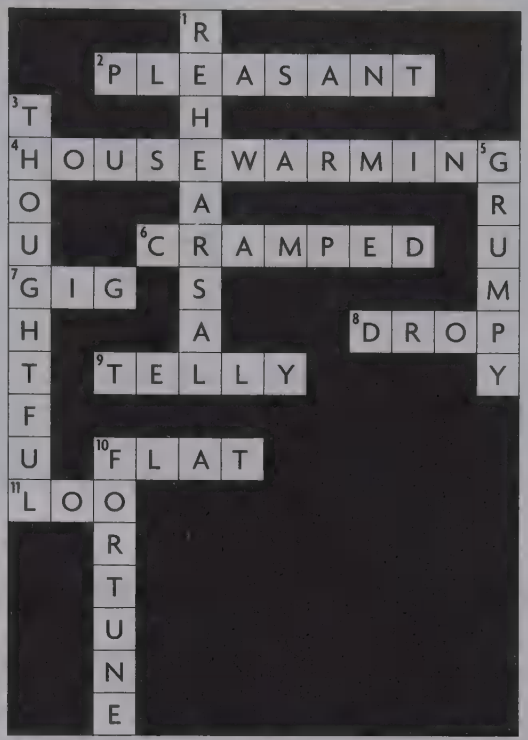
### EPISODE 1

**Across:**

2 Nice, pleasing or attractive
4 A _____ present. A present given to somebody who has just moved into a new house.
6 Not having room to move freely.
7 A performance by musicians playing pop or jazz music in front of an audience.
8 To fall or allow something to fall by accident.
9 An informal (*British English*) word for television.
10 (*British English*) an apartment.
11 (*British English*) Informal word for toilet.

**Down:**

1 Time that is spent practising a play or piece of music, in preparation for a public performance.
3 Showing that you think about and care for other people.
5 (*Informal*) Bad-tempered.
10 A large amount of money.




## Answers

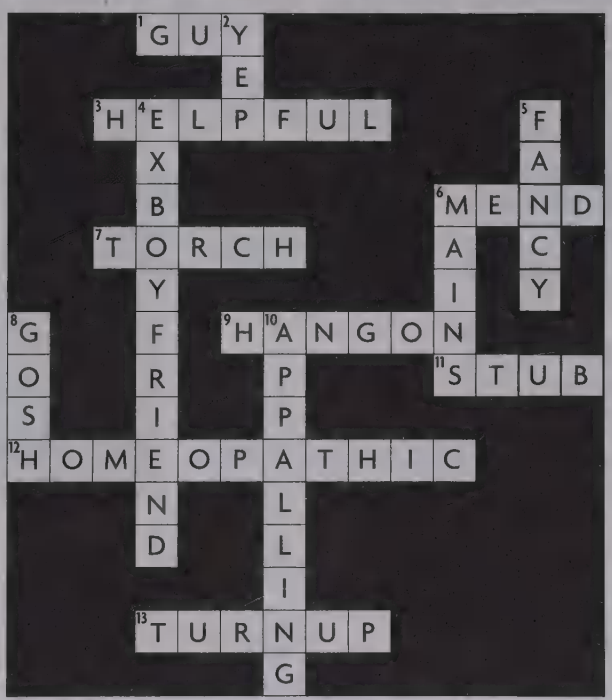
### EPISODE 2

**Across:**

1 (*Informal*) A man.
3 Willing to help somebody.
6 To repair sth that has been damaged or broken so that it can be used again.
7 A small electric lamp that uses batteries and that you can hold in your hand, 'Flashlight' in American English.
9 (2 words) Used to ask sb to wait for a short time or to stop what they are doing.
11 To hurt your toe by accidentally hitting it against sth hard.
12 Relating to a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.
13 (2 words) To arrive.

**Down:**

2 Exclamation (*Informal*) used to say 'yes'.
4 A previous male partner. (2 words)
5 (*BrE, informal*) To want something or want to do something.
6 The system of providing gas, water and electricity to a building or of carrying it away from a building.
8 Exclamation (*old-fashioned, informal*), people say this word when they are surprised or shocked.
10 Shocking; extremely bad.



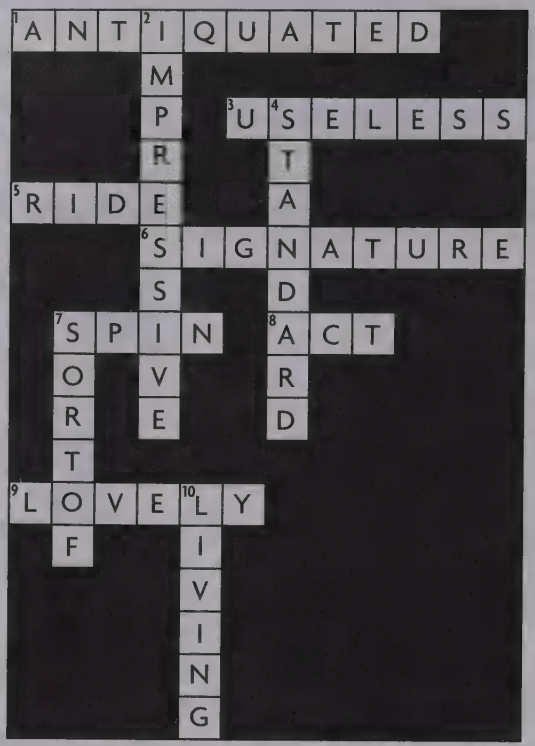
## EPISODE 3

**Across:**

1 Old-fashioned and no longer suitable for modern conditions.
3 Not useful; not doing or achieving what is needed or wanted.
5 A short journey in a vehicle, on a bicycle, etc.
6 Your name as you usually write it, for example at the end of a letter.
7 (*Informal*) A short ride in a car for pleasure.
8 A performer or group of musicians.
9 (*Especially BrE*) beautiful; attractive.

**Down:**

2 (Of things or people) Making you feel admiration.
4 Average or normal rather than having special or unusual features.
7 To some extent but in a way that you cannot easily describe. (2 words)
10 To make a _____ : expression meaning to do a job and earn a salary.





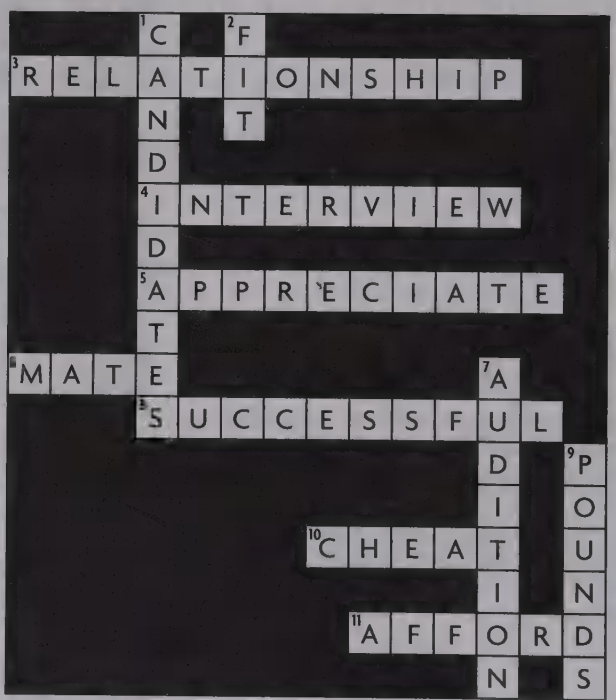

## EPISODE 4

**Across:**

3 A loving and/or sexual friendship between two people.
4 A formal meeting at which somebody is asked questions to see if they are suitable for a particular job.
5 Recognize the good qualities of somebody/something.
6 (*BrE, informal*) A friend.
8 Having become popular and/or made a lot of money.
10 To trick or deceive sb, especially when they trust you.
11 To have enough money or time to be able to buy or to do something

**Down:**

1 People who are trying to be elected or are applying for a job.
2 (*BrE, informal*) Physically attractive.
7 A short performance given by an actor, a singer, etc., so that somebody can decide whether they are suitable to act in a play, sing in a concert, etc.
9 The unit of money in Britain, worth 100 pence.



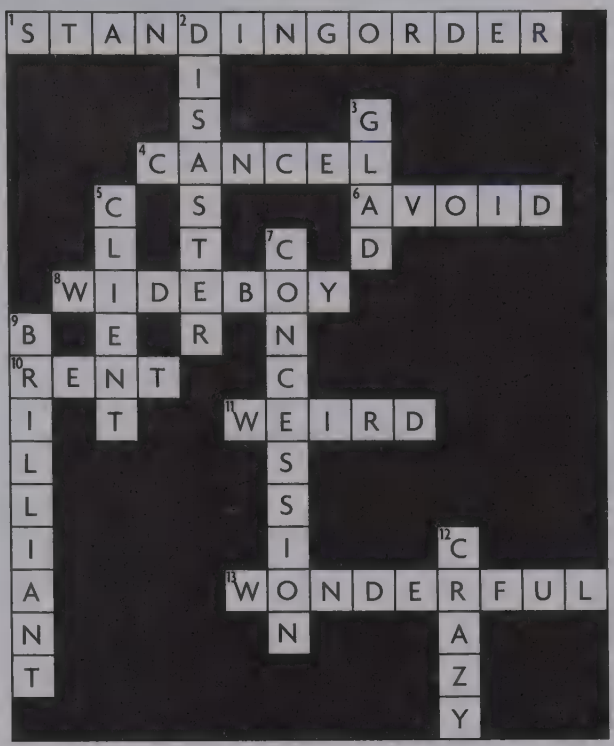
## EPISODE 5

**Across:**

1 An instruction that you give to your bank to pay somebody a fixed amount of money from your account on the same day each week/month. (2 words)
4 To say that you no longer want to continue with an agreement, especially one that has been legally arranged.
6 To prevent something bad from happening.
■ (*BrE, informal, disapproving*) A man who makes money in dishonest ways. (2 words)
10 An amount of money that you regularly pay so that you can use ■ house.
11 Strange or mysterious.
13 Very good, pleasant or enjoyable.

**Down:**

2 Very bad situation that causes problems.
3 Pleased; happy.
5 A person who uses the services or advice of ■ professional person or organization.
7 Something that you can make or give so that a situation is less difficult.
9 (*BrE, spoken*) Very good; excellent.
12 (*Especially AmE*) Not sensible; stupid.





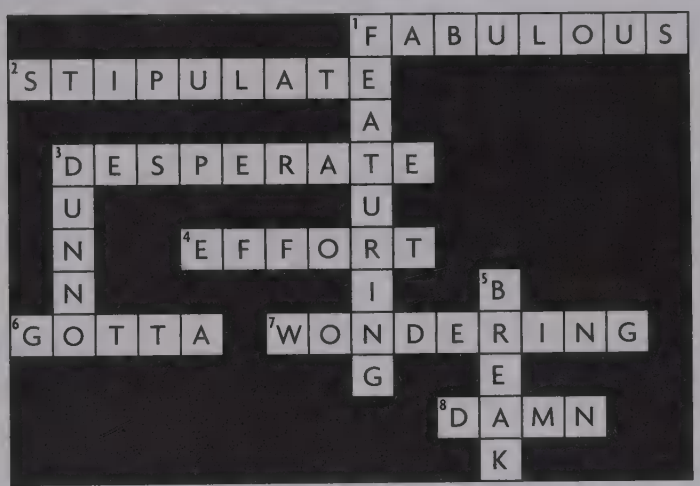

## EPISODE 6

**Across:**

1 Extremely good.
2 To state clearly and firmly that something must be done, or how it must be done.
3 Needing or wanting something very much.
4 The physical or mental energy that you need to do something; something that takes a lot of energy.
6 The written form of the word some people use to mean 'have got to' or 'have got a', which is not considered to be correct.
7 Used as a polite way of making a request.
8 A swear word that people use to emphasize what they are saying.

**Down:**

1 To include ■ particular person or thing as a special attraction.
3 Way of writing the informal spoken form of 'I don't know'.
5 Give him a _____ : to give somebody a chance; to not judge somebody too unfairly.



INFORMATION SHEET ABOUT THE CHARACTERS

**Jane** used to be Matt's girlfriend.
**Jane** used to live with David, Helen and Matt.

**David** shares a flat with Helen and Matt.
**David** lends Matt two hundred pounds.

**Matt** plays the guitar.
**Matt** used to go out with Jane.

**Bill** is an American.
**Bill** lives in the flat above Jane and Ali's.

**Helen** is going out with Simon.
**Helen** shares a flat with David and Matt.

**Eddie** is Jane and Ali's landlord.
**Eddie** used to be in the music business.

**Simon** is Helen's boyfriend.
**Simon** comes to the party with flowers in his hand.

**Ali** is Jane's sister.
**Ali** works in a café.

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ANSWER SHEET

Put the information about the characters in the space provided.

Jane _____

_____

_____

David _____

_____

_____

Matt _____

_____

_____

Bill _____

_____

_____

Helen _____

_____

_____

Eddie _____

_____

_____

Simon _____

_____

_____

Ali _____

_____

_____

# EPISODE 2 Board-game

**Start**

Choose one of the following characters: Ali, Bill, Helen, Jane or Simon.

Everyone has a different character. When you play the game, you must answer as if you were that person.

Start by rolling the dice. Highest score starts.

Roll the dice and count to where you land.

Answer the question. If you land on a square with your character's name, answer in the first person (*I ...*).

First to finish wins.

| | | | | |
|---|---|---|---|---|
| **1** Name 1 good thing and 1 bad thing about Freud's café. | | | | |
| **2** What do you think about Matt and his music? | **3** Describe Jane. | **4** What do you think about Eddie? | **5** What's the name of Helen's boyfriend? | **6** Describe Bill. |
| | | | | **7** What do you think about Jane's house? |
| **12** Why is Simon acting strangely? | **11** Ask Helen how she felt when Simon left the cinema early. | **10** Why do you think Simon left the cinema early? | **9** Describe Helen. | **8** Where does Matt live? |
| **13** Ask Jane why her hair is wet. | | | | |
| **14** Matt bought Jane a television. Should she keep the gift or give it back? | **15** What do you think about Bill? | **16** Describe Simon. | **17** Name 1 good thing and 1 bad thing about Ali and Jane's flat. | **18** Ask Bill what his job is. |
| | | | | **19** Should Helen confront Simon about his behaviour? Why? Why not? |
| **24** Do you think Jane was right to leave Bill to fix the door? | **23** Describe Ali. | **22** Ask Jane if she still likes Matt. Why? Why not? | **21** Ask Ali if she likes her job. Why? Why not? | **20** Ask Bill what he thinks of the landlord, Eddie Usher. |
| **25** Ask Helen if she thinks her relationship with Simon is going to end. | | | | |
| **26** Will Bill forgive Jane for electrocuting him? | **27** Name 6 things in Ali and Jane's living-room. | **28** Should Bill pay for the door? | **29** Should Jane offer to take Bill to the doctor's? | **30** Do you think Jane is romantically interested in Bill? |

**Finish**

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EPISODE ..... **Board-game**

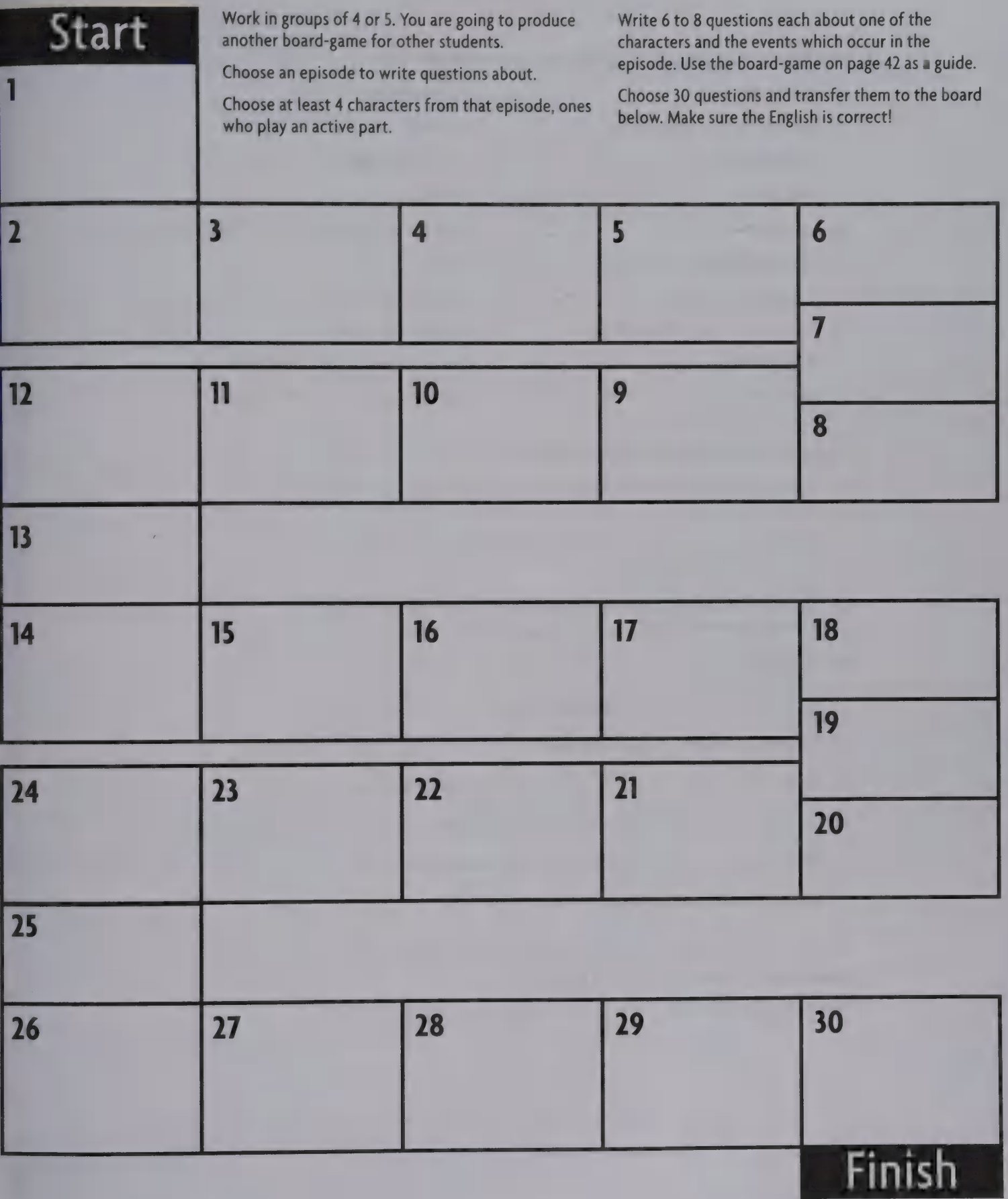
Work in groups of 4 or 5. You are going to produce another board-game for other students.

Choose an episode to write questions about.

Choose at least 4 characters from that episode, ones who play an active part.

Write 6 to 8 questions each about one of the characters and the events which occur in the episode. Use the board-game on page 42 as a guide.

Choose 30 questions and transfer them to the board below. Make sure the English is correct!



# EPISODE 3 Idiomatic Verb Phrases

1 Match the verb phrases on the left with their meaning on the right.

| | |
|---|---|
| a) make a living | to earn money, to survive |
| b) give somebody a helping hand | to decide |
| c) get the breaks | to be totally legal |
| d) can't stand | to wait |
| e) go for a spin | to have a lucky opportunity to do something |
| f) have a word with someone | to hate |
| g) make up your mind | to help someone with something |
| h) fix somebody up with something | to talk to someone |
| i) hang around | to arrange something for someone |
| j) be above board | to go for a drive in a car for pleasure |

2 Use the phrases to complete what the characters say.

a) Well, why don't you come with me? I'm just about to _____ in my MG.

b) I think you boys are good. I even think you might become quite big ... if you _____.

c) You don't have to sign anything you don't want to. But if we enter into a formal agreement, I can _____ you boys _____.

d) First off, I can _____ a gig.

e) I wish. I actually do a lot of teaching. I've got to _____.

f) Sorry. I'll be back in a minute. I just need to _____ someone.

g) It's all totally _____, Matt. You just have to sign here.

h) I'm sorry I just didn't think I could tell you. I know you _____ his music.

i) Oh, he couldn't _____. He's a busy man!

j) It's not definite. They're still _____.

3 Who do you think said each of these phrases? Write the name of the character next to each of the phrases above.

Now watch ▶ and check.

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EPISODE ..... **Pub Quiz**

ANSWER SHEET

Team Name: .....

**Round 1: Plot**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Score: _____

**Round 2: Characters**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Score: _____

**Round 3: Individual words**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Score: _____

**Round 4: Who says what?**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Score: _____

**Round 5: Idiomatic Expressions**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Score: _____

**Total:** _____

# EPISODE 5 How much do you bet?

1 Read the idiomatic phrases below. Are they used correctly or incorrectly? If incorrect, correct them.

2 You have a total of £2000 to bet on the 10 sentences. If you are sure of your answer, bet a lot. If you are not sure, bet a little. The minimum is £50 per bet.

**bet** /bet/ (bet•ting, bet, bet) **1** ~ (sth) (*on / against sth*) to risk money on a race or an event by trying to predict the result: [v] *You have to be over 16 to bet. I wouldn't bet on them winning the next election. He bet $2 000 on the final score of the game. She bet me £20 that I wouldn't do it.*

| Sentence | Correct/Incorrect? | How much? | Win | Lose |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

a) **I'm not coming up** at The Galaxy just to line Eddie Usher's pockets.

b) **You'd better do something about** that contract.

c) **Something's come up,** and I'd really like to talk to you about it.

d) I'd rather tell you **face to head.**

e) **You're getting behind** with your rent and that isn't good for anyone.

f) **I'll speak a word with** her about it.

g) **What the heaven are you doing** in here?

h) **I wouldn't do that if I am you.**

i) **I wonder if** I might suggest one or two changes.

j) **Pick you later.** Bye.

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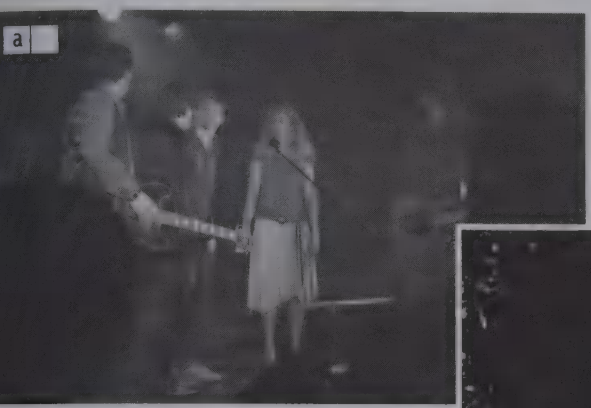
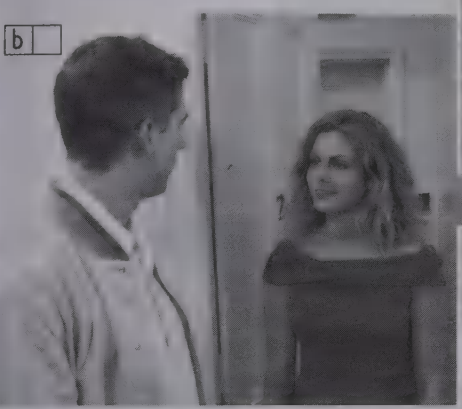
# EPISODE 6 What a day!

1 Number the pictures in the order they happen in Episode 6.


a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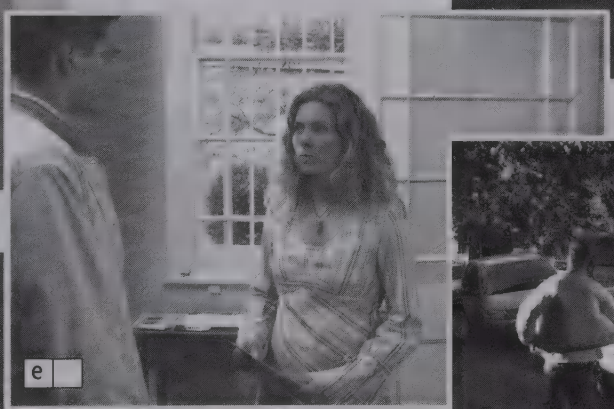
d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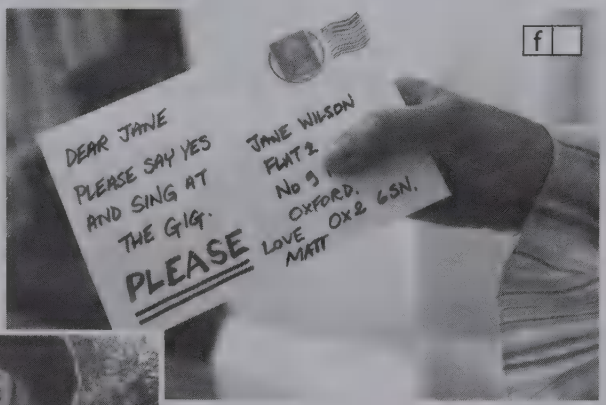
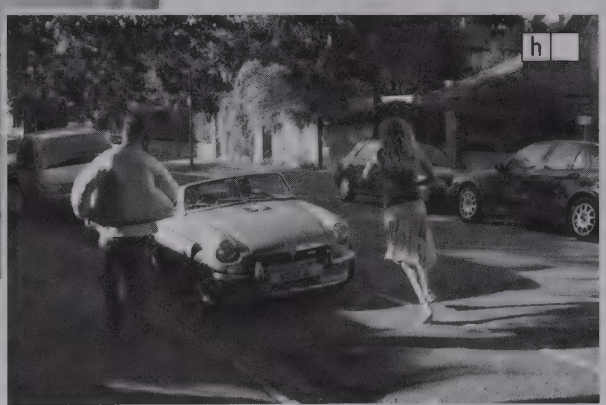
c



f

g


h

2 Work in pairs.

**Student A:** You are Jane.

**Student B:** You are Bill.

Talk about your day and what happened to you, how you felt and why.

# Crosswords

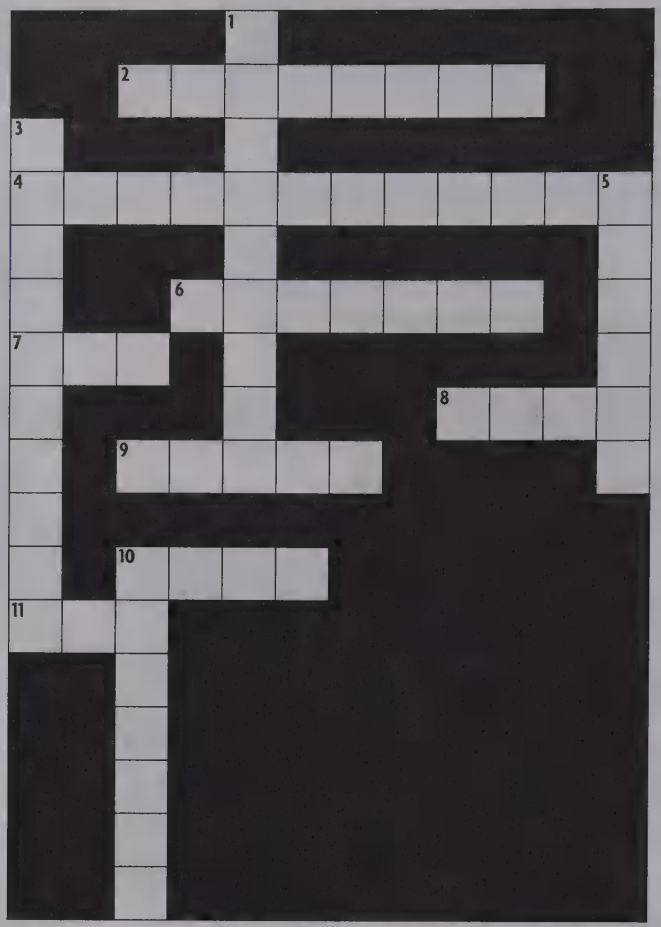
## EPISODE 1

**Across:**

2 Nice, pleasing or attractive
4 A _____ present. A present given to somebody who has just moved into a new house.
6 Not having room to move freely.
7 A performance by musicians playing pop or jazz music in front of an audience.
8 To fall or allow something to fall by accident.
9 An informal (*British English*) word for television.
10 (*British English*) an apartment.
11 (*British English*) Informal word for toilet.

**Down:**

1 Time that is spent practising a play or piece of music, in preparation for a public performance.
3 Showing that you think about and care for other people.
5 (*Informal*) Bad-tempered.
10 A large amount of money.



## EPISODE 2

**Across:**

1 (*Informal*) A man.
3 Willing to help somebody.
6 To repair sth that has been damaged or broken so that it can be used again.
7 A small electric lamp that uses batteries and that you can hold in your hand, 'Flashlight' in American English.
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11 To hurt your toe by accidentally hitting it against sth hard.
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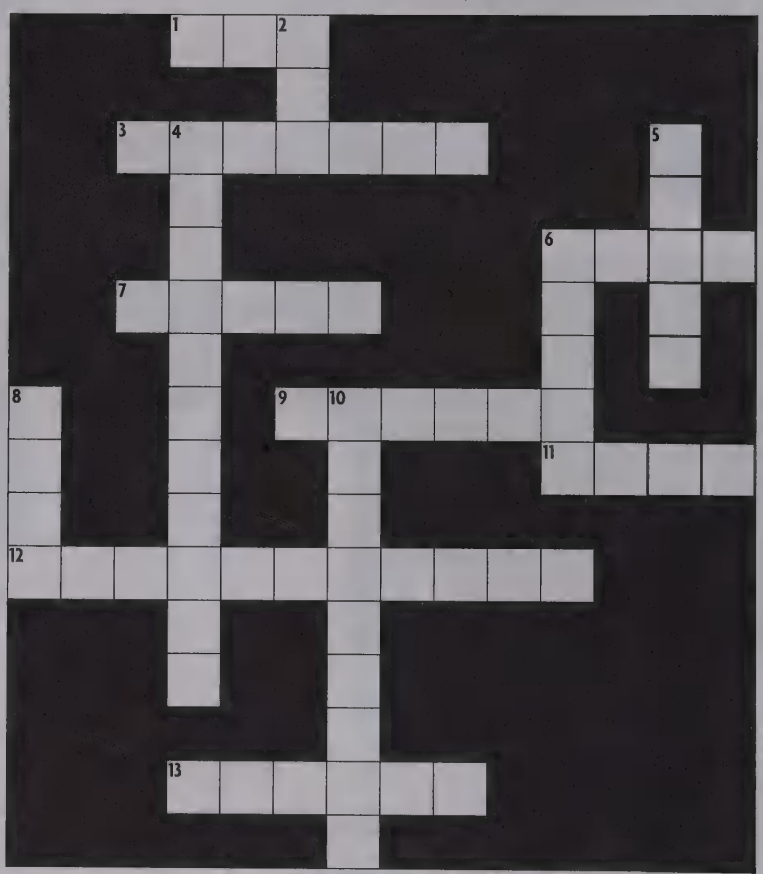
13 To arrive. (2 words)

**Down:**

2 Exclamation (*Informal*) used to say 'yes'.
4 A previous male partner. (2 words)
5 (*BrE, informal*) To want something or want to do something.
6 The system of providing gas, water and electricity to a building or of carrying it away from a building.
Exclamation (*old-fashioned, informal*) people say this word when they are surprised or shocked.
10 Shocking; extremely bad.



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## EPISODE 3

**Across:**

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3 Not useful; not doing or achieving what is needed or wanted.
5 A short journey in a vehicle, on a bicycle, etc.
6 Your name as you usually write it, for example at the end of a letter.
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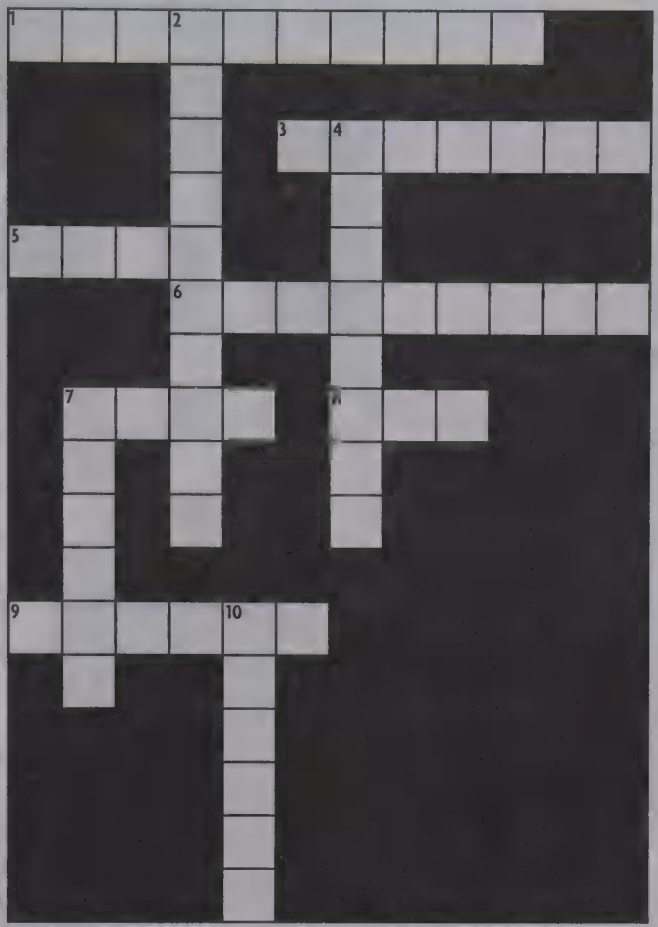
10 To make a _____ : expression meaning to do a job and earn a salary.



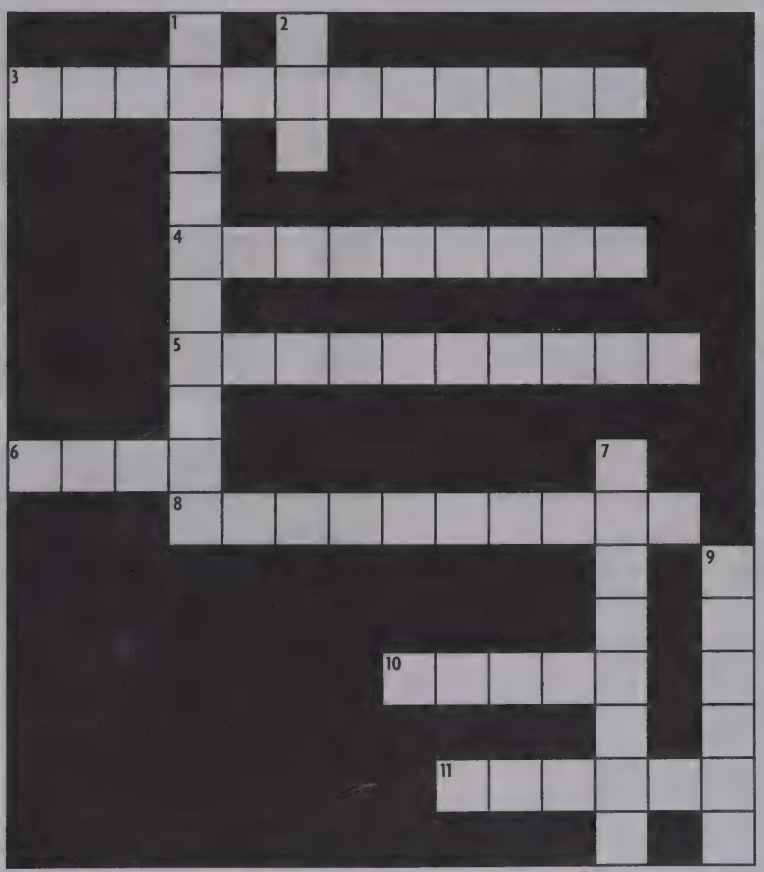
## EPISODE 4

**Across:**

3 A loving and/or sexual friendship between two people.
4 A formal meeting at which somebody is asked questions to see if they are suitable for a particular job.
5 Recognize the good qualities of somebody/something.
6 (BrE, informal) A friend.
8 Having become popular and/or made a lot of money.
10 To trick or deceive sb, especially when they trust you.
11 To have enough money or time to be able to buy or to do something

**Down:**

1 People who are trying to be elected or are applying for a job.
2 (*BrE, informal*) Physically attractive.
7 A short performance given by an actor, a singer, etc., so that somebody can decide whether they are suitable to act in a play, sing in a concert, etc.
9 The unit of money in Britain, worth 100 pence.



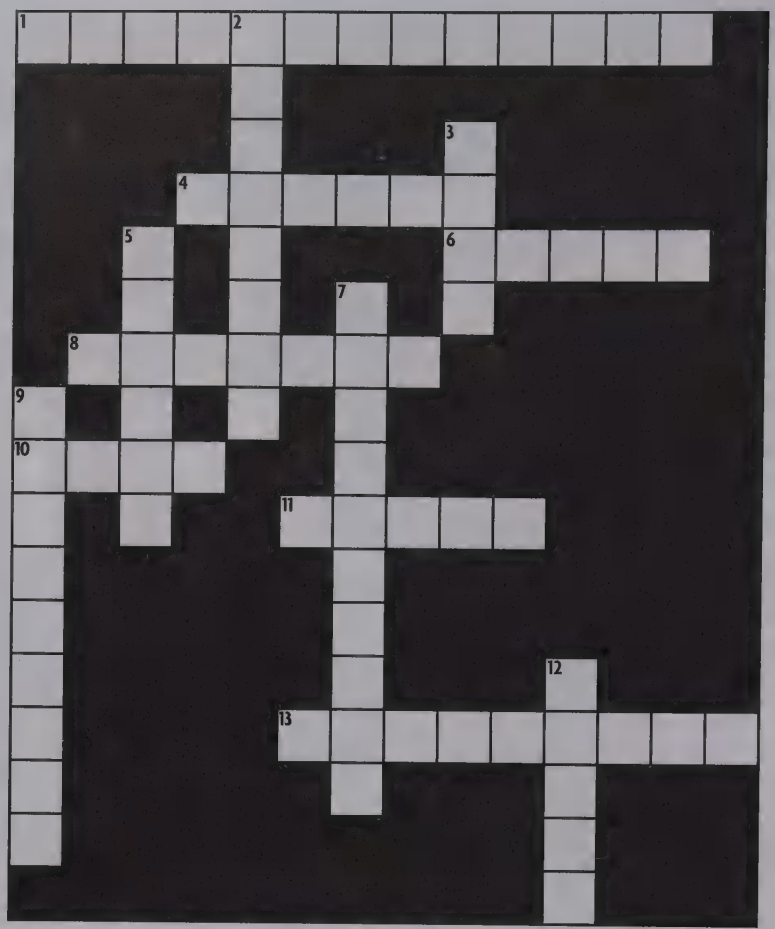
## EPISODE 5

**Across:**

1 An instruction that you give to your bank to pay somebody a fixed amount of money from your account on the same day each week/month. (2 words)
4 To say that you no longer want to continue with an agreement, especially one that has been legally arranged.
6 To prevent something bad from happening.
8 (*BrE, informal, disapproving*) A man who makes money in dishonest ways. (2 words)
10 An amount of money that you regularly pay so that you can use a house.
11 Strange or mysterious.
13 Very good, pleasant or enjoyable.

**Down:**

2 Very bad situation that causes problems.
3 Pleased; happy.
5 A person who uses the services or advice of a professional person or organization.
7 Something that you can make or give so that a situation is less difficult.
9 (*BrE, spoken*) Very good; excellent.
12 (*Especially AmE*) Not sensible; stupid.



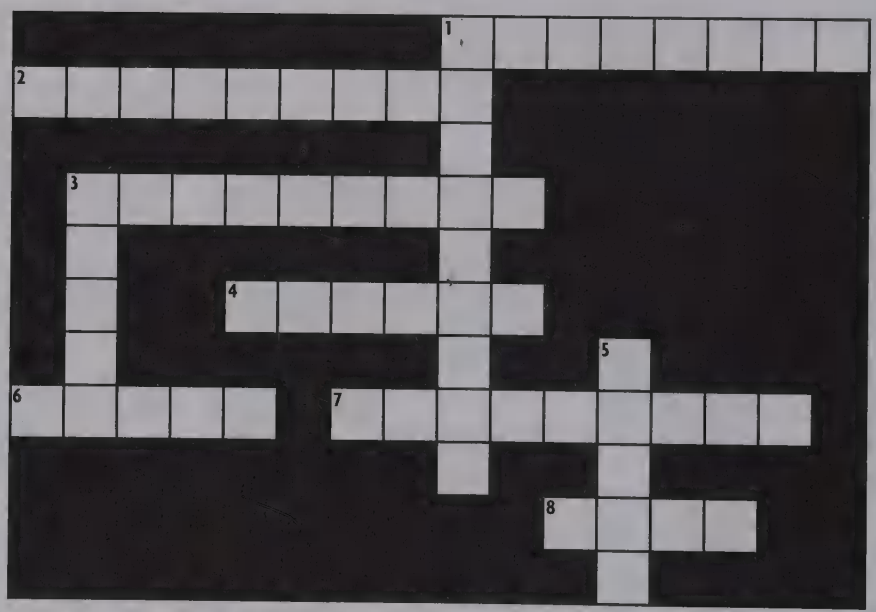
## EPISODE 6

**Across:**

1 Extremely good.
2 To state clearly and firmly that something must be done, or how it must be done.
3 Needing or wanting something very much.
4 The physical or mental energy that you need to do something; something that takes a lot of energy.
6 The written form of the word some people use to mean 'have got to' or 'have got a', which is not considered to be correct.
7 Used as a polite way of making a request.
8 A swear word that people use to emphasize what they are saying.

**Down:**

1 To include a particular person or thing as a special attraction.
3 Way of writing the informal spoken form of 'I don't know'.
5 Give him a _____ : to give somebody a chance; to not judge somebody too unfairly.



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# Video Worksheet 1

Watch the video extract. Make notes on what you learn about certain character(s):

Example

**Matt** plays in a band, used to go out with Jane

Episode: _____ Section(s) _____

| Character | Information |
|---|---|
| | |

| Character | Information |
|---|---|
| | |

| Character | Information |
|---|---|
| | |

| Character | Information |
|---|---|
| | |

# Video Worksheet 2

Watch the video extract. Make notes on:

Who is in the episode/section? Where are they? What they are doing?

Episode: _____ Section(s) _____

| Who | What |
|---|---|
| Where | |

| Who | What |
|---|---|
| Where | |

| Who | What |
|---|---|
| Where | |

| Who | What |
|---|---|
| Where | |

| Who | What |
|---|---|
| Where | |

| Who | What |
|---|---|
| Where | |

 Photocopiable worksheet © Oxford University Press

# Video Worksheet 3

Watch the video extract. Make notes on:

New words and phrases you can understand from the extract.

New words and phrases you will need help with (Note down who is saying this and where the word or phrase comes).

Rewatch the video with another student or students and see if he or she can help you to work out the word or phrase.

If you still cannot work out the word or phrase, look in the transcript in the Student's Book or ask your teacher for help. If you are using a DVD, you can use the subtitles.

Episode: _____ Section(s) _____

| Word/Phrase | Meaning | Example of use |
|---|---|---|
| | | |

Episode: _____ Section(s) _____

| Word/Phrase | Who said it? | When is it said? |
|---|---|---|
| | | |

# Video Worksheet 4

Watch the video extract.

Divide it into scenes and number these on the worksheet.

Decide how easy or difficult each scene is, using the following scale:

| | |
|---|---|
| **Very easy** | You understand everything. |
| **Easy** | You understand just a few words. |
| **So so** | You understand the general idea but not some specific information. |
| **Difficult** | You understand very little. |
| **Very difficult** | You understand almost nothing. |

Decide why each scene is easy or difficult

Episode: _____ Section(s) _____

| Scene No | How easy/difficult 1-5 | Explanation |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
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# Video Worksheet 5

**CHARACTER DESCRIPTION**

Watch one of the scenes in the bar, the cinema or at the gig. A theft has been reported, and the police want a good description of the people present in the bar, cinema or concert hall at the time. None of the main characters is suspected. You can use the PAUSE button to help you complete the details below.

POLICE SUSPECT DESCRIPTION

Age: .....

Male/Female:.....

Height: .....

Build: .....

Distinguishing Features:.....

.....

Clothes: .....

.....

Weight: .....

Now write a more detailed description, using the information from your notes.

.....

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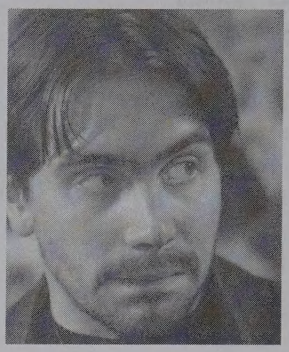
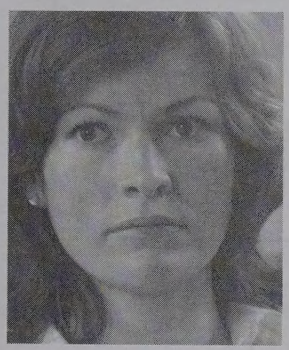
# Meet the Characters

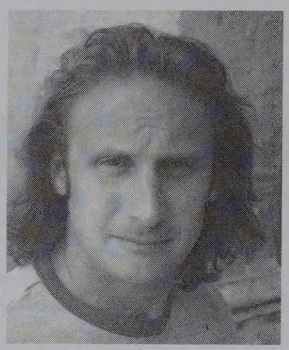
★**Jane** is moving into a new flat with her sister Ali. Matt used to be her boyfriend.



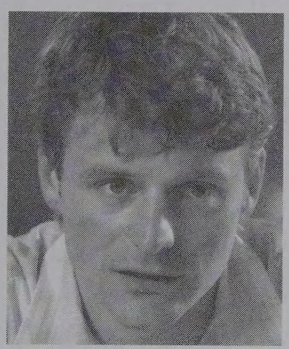
★**Matt** is helping Jane and Ali move into a new flat. He used to be Jane's boyfriend. Matt shares a flat with Helen and David. He plays the guitar and sings in a band with Simon.



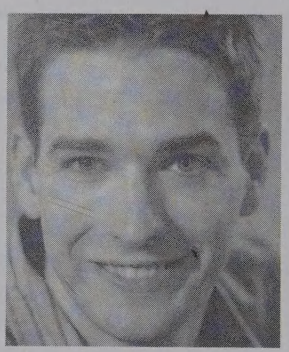
★**Helen** shares a flat with Matt and David and is a friend of Jane's. Simon is her boyfriend.



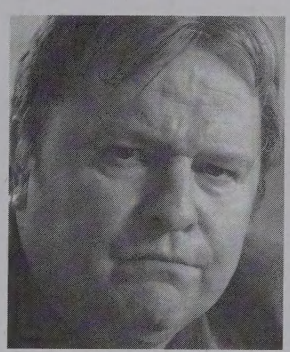
★**Simon** is Helen's boyfriend. He also plays bass in a band with Matt.



★**David** shares a flat with Helen and Matt. He is a successful young lawyer.



★**Bill** is an American who lives in the flat above the one Jane and Ali are moving into.



★**Eddie** is the landlord of Jane and Ali's new flat. He is very interested in making money easily.

★**Ali** is Jane's sister and is moving into a new flat with her. She works in a café called Freud's.

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*New Headway Video Intermediate* is the four[illegible] of the *New Headway Video* series and contains a drama[illegible] in six episodes based on the lives of Helen, Davi[illegible] er sister Ali, Matt and their neighbour, Simon. In t[illegible], which includes some great songs, we find out ho[illegible] rms a rock band, David puts his career on the line, ar[illegible] nd Helen have boyfriend trouble. We also meet pop[illegible] rio Eddie and 'the American patient'. Each episode [illegible] clearly defined language structures and vocabula[illegible] an amusing story-line. The syllabus is linked[illegible] *New Headway English Course Intermediate* coursebook.

KO-443-135

*New Headway Video Intermediate* is accompanied by a Student's Book and a Teacher's Book. The Student's Book contains a Resource Bank of optional activities and a complete transcript of the video. The Teacher's Book offers help on using video in the classroom, teaching notes for each episode, cultural information, optional activities and answers to exercises where appropriate.

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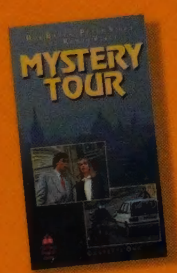


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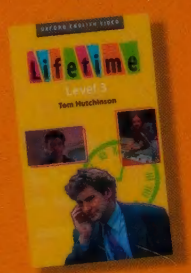


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